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ABSTRACT

This training manual for early childhood CDA candidates provides 21 learning modules on the following subjects: field trips, books, parent involvement, setting up the classroom, the role of play, creative expression (art), preschool science, cooking, self-image, large motor development, speaking and listening skills, daily program planning, small motor coordination, creative expression (music), health and safety, preschool math, discipline and self-control, pre-reading skills, individual child within the group, teamwork in the classroom, and observing and recording children's behavior. Each module establishes general and specific objectives for the trainee, identifies related resource materials (such as films, books and multimedia packages), suggests learning activities, provides guides for trainee assessment, and offers question sheets based on the suggested resource materials. Basic CDA competency areas are listed. A checklist of classroom competencies which are keyed to both basic competency areas and related learning modules is provided. Slide-tape programs to be used with each module are listed, and addresses of sources of slides and filmstrips are indicated. (RH)

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ELMIRA COLLEGE
EARLY CHILDHOOD/CDA LEARNING MODULES

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Competency-based Training Program for Classroom Personnel in Preschool Programs

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CONTENTS

Introduction

Basic Competency Areas

Checklist of Classroom Competencies

Child Involvement Checklist

Learning Modules

- Edu 204-01 Field Trips (LM-A)
- Edu 204-02 Books (LM-B)
- Edu 204-03 Parent Involvement (LM-C)
- Edu 204-04 Setting Up the Classroom (LM-D)
- Edu 204-05 The Role of Play (LM-E)
- Edu 204-06 Creative Expression: Art (LM-F)
- Edu 204-07 Preschool Science (LM-G)
- Edu 204-08 Cooking (LM-H)
- Edu 204-09 Self-Image (LM-I)
- Edu 204-10 Large Motor Development (LM-J)
- Edu 204-11 Speaking and Listening Skills (LM-K)
- Edu 204-12 Daily Program Planning (LM-L)
- Edu 204-13 Small Motor Coordination (LM-M)
- Edu 204-14 Creative Expression: Music (LM-N)
- Edu 204-15 Health and Safety (LM-O)
- Edu 204-16 Preschool Math (LM-P)
- Edu 204-17 Discipline and Self-Control (LM-Q)
- Edu 204-18 Pre-Reading Skills (LM-R)
- Edu 204-19 Individual Child Within the Group (LM-S)
- Edu 204-20 Teamwork in the Classroom (LM-T)
- Edu 204-21 Observing and Recording Children's Behavior (LM-U)

Slide-tape Multi-media Kit Programs

INTRODUCTION

The following program of Early Childhood Learning Modules developed by Elmira College is based on preschool teacher competencies as delineated by the U.S. Office of Child Development for the Child Development Associate (CDA) training program. It is available to any Elmira College undergraduate students in the early childhood field, whether or not they are involved with CDA training.

Each of the individual, self-directed, field-based Learning Modules includes performance objectives in the areas of knowledge, process and outcome. Each Module, when satisfactorily completed, is equivalent to two hours undergraduate college credit at Elmira College.

Students must be working or volunteering in early childhood classroom programs, and will be under the supervision of a Field Trainer. Field Trainers will begin by making an initial assessment of the student's competencies by using an observation instrument, the Checklist of Classroom Competencies. The student should also make a self-evaluation of her/his own competencies using the same instrument. A post-observation conference between Field Trainer and student, using the results of these two assessments, will help the student select the appropriate Learning Module with which to begin training.

Students involved in a particular Learning Module will be reading related background material on the subject of the Module, viewing a slide-tape program on the subject, assessing her/his children's competencies, meeting with the Field Trainer to discuss progress, and finally putting into practice in the classroom the ideas and activities gained from the Learning Module.

BASIC COMPETENCY AREAS *

A comprehensive, developmental program for preschool children is one in which the total design helps children acquire the basic competencies and skills for full development and social participation, while at the same time assuring that the quality of the child's experience is emotionally satisfying, personally meaningful, and provides a basis for future learning.

Within such a child development program the Child Development Associate will be expected to have the knowledge and skills in the following six competency areas.

A. Setting up and Maintaining a Safe and Health Learning Environment

1. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play, etc.

2. Maintain a planned arrangement for furniture, equipment and materials, and for large and small motor skills learning, and for play materials that is understandable to the children.

3. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.

4. Arrange the setting to allow for active movement as well as quiet engagement.

5. Take preventive measures against hazards to physical safety.

6. Keep light, air and heat conditions at best possible levels.

7. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities.

8. Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities.

9. Recognize unusual behavior or symptoms which may indicate a need for health care.

*(From The CDA Program: A Guide for Training, Dept. HEW, Office of Child Development, Wash., D.C. April, 1973)

B. Advancing Physical and Intellectual Competence

1. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

2. Recognize and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination.

3. Increase knowledge of things in their world by stimulating observation and providing for manipulative-constructive activities.

4. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

5. Work gradually toward recognition of the symbols for designating words and numbers.

6. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; within the context of a structured, organized setting and program.

8. Balance unstructured materials such as paint, clay, blocks with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.

9. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcomes of experience.

10. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.

11. Utilize, support and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accord with its importance for deepening and clarifying thought and feeling in early childhood.

12. Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary for everyday living.

13. Acquaint children with the people who keep things functioning in their immediate environment.

C. Building Positive Self-concept and Individual Strength

1. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl as a member of his family and ethnic group, as a competent individual with a place in the child community.

2. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation, in terms of the child's actual behavior.

3. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication.

4. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible, progressive expectations.

5. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.

6. Be able to assess special needs of individual children and call in specialist help where necessary.

7. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure.

8. Assess levels of accomplishment for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.

D. Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment.

1. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development.

2. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative--love, sympathy, enthusiasm, pain, frustration, loneliness or anger.

3. Establish a reasonable system of limits, rules and regulations to be understood, honored and protected by both children and adults, appropriate to the stage of development.

4. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program.

E. Bringing About Optimal Coordination of Home and Center Child-rearing Practices and Expectations

1. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.

2. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

3. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.

4. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.

5. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program.

F. Carrying Out Supplementary Responsibilities Related to the Children's Programs

1. Make observations on the growth and development of individual children and changes in group behavior, formally or informally, verbally or in writing, and share this information with other staff involved in the program.

2. Engage with other staff in cooperative planning activities such as schedule or program changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.

3. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safeguarding health and safety and transmit needs for efficient functioning to the responsible staff member of consultant.

PERSONAL CAPACITIES ESSENTIAL FOR CHILD DEVELOPMENT ASSOCIATES

In addition to the knowledge and experience that are essential components of educational competencies, it is essential that the people who teach young children have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood. Training programs for CDAs should try to develop them in all CDA candidates.

-To be sensitive to children's feelings and the qualities of young thinking

-To be ready to listen to children in order to understand their meanings

-To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children.

-To be able to protect orderliness without sacrificing spontaneity and child-like exuberance

-To be differently perceptive of individuality and make positive use of individual differences within the child group

-To be able to exercise control without being threatening

-To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures

-To bring humor and imaginativeness into the group situation

-To feel committed to maximizing the child's and his family's strengths and potentials

ELMIRA COLLEGE

Child Development Associate Training

Classroom Worker_____ Position_____

Center_____ Date_____ Time(from)____(to)_____

Observer_____ Position_____

Directions: Under "Performance Observed," place check mark in space before each item you observe being performed by classroom worker.

CHECKLIST OF CLASSROOM COMPETENCIES

SECTION I. SET UP AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT.

Performance Observed	Corresponding Learning Module
1. Provide classroom areas for:	LM - D
_____ Blockbuilding	
_____ Books	
_____ Dramatic Play	
_____ Large Motor Activities	
_____ Manipulative Activities	
_____ Art	
_____ Music	
_____ Science/Math	
_____ Sand/Water Play	
_____ Woodworking	
_____ Cooking	
_____ Child's Private Area	
2. Organize blockbuilding area to contain:	LM - M
_____ Blocks arranged in order on shelves	
_____ Enough blocks for several children to build large buildings	
_____ Room for children to build undisturbed	
_____ Large & small figures & trucks as accessories	

Performance Observed	Corresponding Learning Module
3. Organize book area to contain:	LM - B
_____ Books appropriate for preschool children	
_____ Multi-ethnic books	
_____ Books arranged at children's level	
_____ Books in good condition	
_____ Books arranged attractively	
_____ A comfortable place to enjoy books	
_____ A location away from noisy activities	
4. Organize dramatic play area to contain:	LM - E
_____ Appropriate equipment, furniture & accessories	
_____ A full-length mirror	
_____ Men's & ladies dress-up clothes	
_____ Clothes out where children can see them	
_____ Materials neatly arranged for easy selection and return	
_____ Dolls of different ethnic composition	
_____ Language props such as telephones	
5. Locate large motor activities & equipment:	LM - J
_____ To promote climbing, balancing, large movements	
_____ In an area where children can use them freely and safely in the room	
_____ Away from quiet activities	
6. Arrange manipulative materials:	LM - M
_____ Close to the area where they will be used	
_____ For easy selection & return by the children	
_____ With enough puzzles, pegboards, table blocks and games for several children	
_____ With materials of varying levels of complexity	
_____ So that necessary parts & pieces are not missing	
7. Have art materials for immediate use:	LM - F
_____ Located near tables or easels where they will be used	
_____ Usable with minimum adult direction	
_____ For easy selection & return by children	

Performance Observed	Corresponding Learning Module
8. Arrange music equipment & activities to:	LM - N
_____ Include sound-and rhythm-producing materials	
_____ Include body movements	
_____ Include songs with children	
_____ Include record player & records	
9. Include in science/math corner:	LM - G
_____ Children's displays or collections	
_____ Materials for sorting, counting	
_____ Changing materials or displays	
_____ Animal, fish or insect pets	
_____ Plants	
_____ Appropriate books	
10. Arrange sand and water activities:	LM - D
_____ With enough accessories for several to play at once	
_____ To be used with minimum adult direction	
_____ Near source of water	
_____ For easy clean-up	
11. Provide woodworking activities with:	LM - M
_____ Usable pounding, sawing equipment	
_____ Enough equipment for more than one child	
_____ Wood scraps, nails, screws, etc.	
_____ Safety limits to protect children	
_____ Necessary adult supervision	
_____ Minimum adult direction	
12. Include in cooking activities:	LM - H
_____ A variety of food preparation	
_____ Use of real facilities (stove, hot plate)	
_____ Utensils such as knives, spoons, peelers, beaters	
_____ Necessary adult supervision	
_____ Minimum adult direction	
13. Provide general room conditions with:	LM - D
_____ A personal cubby, shelf or box for each child's possessions	
_____ Adequate storage space so that room can be kept orderly, attractive	
_____ Noisy activities separated from quiet activities	

Performance Observed	Corresponding Learning Module

13. (con't)
- _____ Uncluttered space where children can move freely
- _____ Any special arrangements needed for handicapped children
- _____ Pictures, photos, displays at child height
- _____ Appropriate preventative measures for safety hazards
- _____ Light, air and heat conditions at best possible levels

14. Provide in the daily schedule for: — LM - L
- _____ Alternating active and quiet activities
- _____ Appropriate transitions between active and quiet activities
- _____ Both indoor and outdoor play
- _____ Both large and small motor activities
- _____ A balance between teacher-directed and independent child activities
- _____ A sequence of activities clear to children
- _____ A quiet or rest time
- _____ A means of handling routines which is clear to children
- _____ A time to look at books and make individual choices of activities
- _____ A breakfast and/or mid-morning snack
- _____ A family-style noon meal
- _____ Individual and small group activities
- _____ Opportunity for child to talk alone with adult
- _____ Occasional field trips

15. Provide outdoor playground with: — LM - J
- _____ Equipment and space for large motor activities
- _____ A wheeled toy area
- _____ A digging/sand/water area
- _____ An area for science, art, dramatic or other activities

16. Demonstrate personal participation in: — LM - L
- _____ Planning the daily schedule
- _____ Setting up learning activities ahead of time
- _____ Planning for individual children based on observations and discussion with staff and parents
- _____ Choice of books for book area

SECTION II. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

Performance Observed	Corresponding Learning Module
17. Promote physical coordination by providing equipment and opportunities both inside and out for children to:	LM - J
_____ Jump, skip, hop	
_____ Run	
_____ Crawl	
_____ Ride wheeled equipment	
_____ Push, pull	
_____ Throw, catch	
_____ Balance	
_____ Lift	
_____ Dig	
_____ Explore their physical environment	
_____ Improve their physical abilities	
18. Demonstrate an awareness of unusual behavior or symptoms which may indicate a need for health care, by checking on a child's:	LM - O
_____ Listlessness, sleepiness	
_____ Unusual crankiness	
_____ Unusual crying	
_____ Unusual paleness	
_____ Fever	
_____ Stomachache	
_____ Headache	
_____ Sore throat, cold	
_____ Coughing	
_____ Skin rash	
_____ Untreated cuts, sores	
_____ Swellings	
_____ Limping	
_____ Eye discoloration or discharge	
_____ Change in usual behavior	
19. Promote visual discrimination by:	LM - R
_____ Displaying children's work where they can see it	
_____ Playing seeing games for children to identify likenesses & differences, sizes, shapes, colors	
_____ Using puzzles, sorting games, matching games	

Performance Observed	Corresponding Learning Module
20. Promote child's listening skills by:	LM - K
_____ Reading or telling stories daily to small groups	
_____ Giving simple directions	
_____ Exposing children to a variety of sounds	
_____ Having children identify the differences in sounds	
_____ Listening to the children	
_____ Responding to environmental happenings	
21. Promote clear articulation and language production by:	LM - K
_____ Speaking in simple, whole sentences	
_____ Helping children express actions and emotions in words	
_____ Explaining your own actions as you demonstrate something	
_____ Using new words in appropriate situations	
_____ Providing real experiences for children to talk about	
_____ Playing games involving word play	
_____ Encouraging children's spontaneous language at meal times and throughout the day	
_____ Accepting a child's native language or dialect	
22. Promote adult-child communication by:	LM - K
_____ Greeting individual children when they arrive	
_____ Using a friendly tone of voice when speaking	
_____ Listening to what a child has to say	
_____ Responding in a positive manner to a child's communication	
_____ Talking to an individual child about things he likes	
_____ Refraining from correcting or nagging	
_____ Getting down to a child's level when talking with him	
23. Promote child-child communication by:	LM - K
_____ Encouraging children to interact with one another	
_____ Providing for dramatic play activities	
_____ Allowing sufficient time for free play	
_____ Providing language props such as telephones, tape recorders, record players	
24. Promote recognition of symbols by:	LM - R
_____ Labeling common equipment in classroom	
_____ Labeling pictures, photos of children	
_____ Using child's name to lable his possessions, products	
_____ Writing down stories children make up	
_____ Play number games, letter games	
_____ Making experience charts, recipe charts	

Performance Observed	Corresponding Learning Module
25. Support a balance of structured and unstructured art activities by providing opportunities for:	LM - F
_____ Children to explore various media without adult directions	
_____ Giving positive support and praise for children's art products	
_____ Painting with brushes	
_____ Finger painting	
_____ Experimenting in the mixing of colors	
_____ Making collages	
_____ Drawing with crayons, chalk, magic markers	
_____ Cutting with scissors	
_____ Pasting, gluing	
_____ Working with clay, playdough	
26. Support and develop the play impulse in children by providing opportunities for:	LM - E
_____ Imaginative play	
_____ Role-playing	
_____ Solitary play as well as cooperative play	
_____ Using children's spontaneous play to help them learn	
_____ Playing without adult interference	
_____ Making learning fun	
27. Encourage children to explore, experiment, question and build concepts by providing opportunities for:	LM - G
_____ Exploring their immediate environment	
_____ Taking things apart and putting them back together	
_____ Using the five senses when examining new things	
_____ Watching with children how changes take place	
_____ Helping children describe or record these changes	
_____ Categorizing objects by certain attributes	
_____ Finding out how things are alike and how they are different	
_____ Finding out how plants grow	
_____ Finding out how animals grow and what they need to live	

SECTION III. BUILDING POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

Performance Observed	Corresponding Learning Module

28. 1. Provide an environment of acceptance by: — LM - Q

_____ Taking time to talk with individual children
_____ Listening to children
_____ Allowing children to express feelings
_____ Channeling feelings which are expressed in unacceptable ways
_____ Greeting children in the morning
_____ Commenting on children's clothes, hair, etc.
_____ Displaying children's work
_____ Taking time to get to the bottom of a problem
_____ Taking time to laugh with children
_____ Using children's home language in the group
_____ Accepting mistakes or failures as natural
_____ Providing a place for a child to be alone

29. 2. Encourage responsibility and individual strength by: — LM - I

_____ Giving classroom jobs to children
_____ Giving child a definite place for his belongings
_____ Encouraging children to finish what they start
_____ Providing opportunity for children to make clothes
_____ Giving children the responsibility for clean-up chores
_____ Allowing children to solve as many of their own arguments as possible - verbally - not physically

30. Deal positively with individual differences by: — LM - S

_____ Allowing children to make choices
_____ Setting aside a time of the day for "free play"
_____ Positively reinforcing children for their achievements in all areas
_____ Giving extra help to children in their weak areas
_____ Giving praise only when it is deserved
_____ Taking time to get to the bottom of a problem
_____ Not expecting every child to participate in every activity
_____ Communicate with parents
_____ Taking time to communicate with children

Performance Observed	Corresponding Learning Module
31. Assess the needs of individual children by:	LM - S
_____ Keeping anecdotal records on every child	
_____ Listening and talking with children	
_____ Listening and talking with parents	
_____ Observing individual children for long periods	
_____ Calling in a specialist when you think there's a problem	
_____ Visiting a child's home	
_____ Assessing children in specific areas (e.g., language, motor skills)	
32. Build a child's sense of identity by:	LM - I
_____ Having mirrors in the classroom	
_____ Using children's names in songs and games	
_____ Letting children dictate stories about themselves	
_____ Letting children draw themselves	
_____ Letting children make choices	
_____ Having children talk about their families and homes	
_____ Having parents visit the classroom	
_____ Providing opportunities for dramatic play	
_____ Letting children express feelings	

SECTION IV. ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP LEARNING ENVIRONMENT.

33. Plan the Program of Activities to include a variety of adults by:	LM - P
_____ Using parent volunteers in classroom	
_____ Using volunteers from community groups as foster grandparents, teenage volunteers, etc.	
34. Encourage interaction and sharing of experiences between children and adults by:	LM - T
_____ Assigning volunteers to a particular center or group	
_____ Utilizing special talents of volunteers	
_____ Making sure volunteers are participants - not observors	
_____ Allowing time for individual adult-child communication	
_____ Encouraging adult participation in all activities, including outdoor play, lunch, clean-up	
35. Create an atmosphere where it is acceptable to express feelings both positive and negative by:	LM - Q
_____ Laughing with children	
_____ Admitting when you have a bad day or are not feeling well	
_____ Allowing children to express diasppointment, anger, etc. as long as they don't harm other children	

Performance Observed	Corresponding Learning Module
35. (con't) Create an atmosphere where it is acceptable to express feelings both positive and negative by:	LM - Q
_____ Providing acceptable outlets for frustration - a punching bag, etc., clay	
_____ Allowing a child not to participate when he so desires	
_____ Providing a place for a child to be alone	
_____ Talking with individual children	
_____ Encouraging dramatic play	
_____ Displaying pictures which show emotions	
_____ Encouraging children to put their feelings into words	
_____ Reflecting children's feelings in words for them	
_____ Singing songs which deal with feelings	
_____ Reading stories which deal with emotions and feelings	
36. Encourage respect for rules and limits which protect the group by:	LM - Q
_____ Establishing certain reasonable rules and limits	
_____ Enforcing rules for adults as well as children	
_____ Allowing children to have a voice in rule setting	
_____ Making sure rules are not impossible to obey	
37. Foster acceptance and appreciation of cultural variety by both children and adults by:	LM - S
_____ Inviting adults from variety of cultural backgrounds	
_____ Reading books about people of different cultures and backgrounds	
_____ Cooking and serving foods from various cultures	
_____ Using songs from various cultures	
_____ Learning a few words from different languages	

SECTION V. BRING ABOUT OPTIONAL COORDINATION OF HOME AND CENTER

38. Incorporate important elements of children's cultural background by:	LM - S
_____ Serving and cooking food from children's cultural background	
_____ Using the child's language at school whenever possible	
_____ Singing songs from child's cultural background	
_____ Celebrating holidays from child's culture	
_____ Not making the child feel different and out-of-place	
39. Establish free flow of communication with parents by:	LM - C
_____ Making parents feel welcome in the Center	
_____ Phoning to check on a sick child	
_____ Telephoning a parent when a child has a problem or a rough day	
_____ Distributing booklets at first of year which explain program	

Performance Observed	Corresponding Learning Module
39. (con't) Establish free flow of communication with parents by:	LM - C
_____ Sending home newsletters about Center activities on regular basis	
_____ Sending home copies of experience stories children have written - group and individual	
_____ Setting aside time for individual parent conferences	
40. Build the program by exchanging ideas and values for children's development with parents by:	LM - C
_____ Scheduling regular group parent meetings	
_____ Providing programs for parents which will fulfill their needs and improve their child-rearing skills	
_____ Providing opportunity for parents to contribute to Center program planning	
_____ Actively considering parents' desires and value priorities for their children	
_____ Visiting the home	
_____ Inviting parents to visit the Center	
41. Perceive each child as a member of his particular family to:	LM - C
_____ Visiting the child's home several times each year	
_____ Being aware of differences between home and school expectations and rules	
_____ Making an effort to know a child's parents	
42. Recognize and utilize the strengths and talents of parents by:	LM - C
_____ Discussing problems with parents	
_____ Keeping parents informed about Center developments and activities	
_____ Scheduling regular group parent meetings	
_____ Making parents welcome in the Center	
_____ Calling on parents who have a special talent or experience to share with the children	
_____ Utilizing parents as regular volunteers in the Center	
SECTION VI. CARRY OUT SUPPLEMENTARY RESPONSIBILITES RELATED TO CHILDREN'S PROGRAMS	
_____ Keep records on growth and development of individual children	LM - T
_____ Engage in cooperative planning with other staff	
TAKE PART IN SUCH MANAGEMENT FUNCTIONS AS	
_____ Ordering materials and supplies	
_____ Scheduling volunteers	
_____ Monitoring food and transportation services	
_____ Safeguarding health and safety of children	

ELMIRA COLLEGE CDA TRAINING

Child's Name_____

Time_____to_____ Date_____

Observer_____

CHILD INVOLVEMENT CHECKLIST

(Check items which you see child performing)

1. Child in classroom
   - _____ Chooses activity area without a fuss
   - _____ Stays with one activity long enough to complete it
   - _____ Changes from one activity to another without a fuss
   - _____ Plays with other children in peace
   - _____ Handles bathroom routine by herself/himself
   - _____ Retreats to private area only infrequently

2. Child in blockbuilding area
   - _____ Builds flat structures
   - _____ Builds tall structures
   - _____ Builds cooperatively with another child
   - _____ Uses blocks in imaginative ways
   - _____ Finishes structures she/he starts
   - _____ Uses block accessories (figures, trucks, etc.) while playing with blocks
   - _____ Returns blocks to shelves according to size and shape
   - _____ Follows blockbuilding rules/limits without a fuss

3. Child in book area
   - _____ Shows interest in the pictures in a book
   - _____ Talks about the pictures
   - _____ Pretends to read
   - _____ Recognizes some words at sight
   - _____ Handles books carefully
   - _____ Asks adult to read to her/him

4. Child in dramatic play area
   - _____ Dresses up in play clothes
   - _____ Plays a role
   - _____ Always plays the same role (which is_____)
   - _____ Uses language in her/his role
   - _____ Plays cooperatively with others
   - _____ Is frequently the leader, making up the play situation
   - _____ Knows the names of equipment
   - _____ Puts away materials where they go

5. Child in large motor area
   _____ Climbs easily
   _____ Runs without falling
   _____ Balances on a board
   _____ Goes up and down steps easily
   _____ Gets down from high places easily
   _____ Rides wheeled equipment with ease
   _____ Throws a ball
   _____ Catches a large ball

6. Child in manipulative area
   _____ Handles materials without adult help
   _____ Stays with activity until finished
   _____ Makes puzzles easily
   _____ Plays table games with another child
   _____ Uses buttoning frame easily
   _____ Uses zipping activities easily
   _____ Threads beads on a string
   _____ Laces shoes or a lacing frame
   _____ Crayons inside a space fairly well
   _____ Returns material to proper place when finished

7. Child in art area
   _____ Handles materials without adult help
   _____ Paints with brushes
   _____ Does fingerpainting
   _____ Plays with playdough/clay
   _____ Cuts well with scissors
   _____ Uses paste or glue appropriately
   _____ Mixes colors with understanding
   _____ Experiments with materials creatively
   _____ Participates in clean-up

8. Child in music area
   _____ Plays record player without adult help
   _____ Sings songs with others
   _____ Sings songs by herself/himself
   _____ Participates in movement activities
   _____ Plays rhythm instrument
   _____ Shows understanding of:
      soft, loud_____
      high, low_____
      fast, slow _____
   _____ Shows enjoyment of musical activities

9. Child in science/math area
   _____ Explores materials in area
   _____ Asks questions about materials
   _____ Brings in new materials for area
   _____ Uses senses to examine materials
   _____ Counts materials accurately up to _____
   _____ Sorts materials accurately by size, shape, color, etc.
   _____ Shows understanding of likeness and differences
   _____ Participates in record keeping
   _____ Takes care of classroom plants, animals

10. Child in sand/water area
   _____ Becomes absorbed in water/sand play
   _____ Respects established rules or limits
   _____ Helps regulate number of children playing
   _____ Can share or take turns with materials without too much fuss
   _____ Uses sand/water in unusually imaginative ways
   _____ Talks about what she/he is doing

11. Child in woodworking area
   _____ Handles tools with confidence
   _____ Pounds in nails
   _____ Saws wood
   _____ Makes things out of wood
   _____ Uses vise without help
   _____ Respects rules or limits

12. Child in cooking area
   _____ Peels or slices fruit or vegetables with knife
   _____ Uses untensils with minimum adult help
   _____ Uses names of utensils and foods
   _____ Understands recipe chart
   _____ Talks with others about what she/he is doing

13. Child in outdoor playground
   _____ Uses swings without adult help
   _____ Uses slide with confidence
   _____ Climbs to top of monkey bars
   _____ Gets down from high places without help
   _____ Rides wheeled equipment with confidence
   _____ Runs without falling
   _____ Participates with others in imaginative play

14. Child's health condition
   _____ Has good attendance
   _____ Is seldom/ill with colds____, headaches____ stomachaches____
   _____ Looks generally healthy
   _____ Seldom complains about feeling sick
   _____ Goes to sleep at nap time
   _____ Eats most of lunch
   _____ Does not get tired easily

15. Child's visual and auditory skills

_____ Makes comments or notices new pictures or materials
_____ Recognizes his name
_____ Plays lotto or visual matching games easily
_____ Matches things or similar color
_____ Matches things of similar shape
_____ Identifies sounds in sound games
_____ Listens to directions
_____ Listens to stories

16. Child's communication skills

_____ Talks with adults
_____ Talks with other children
_____ Adults can understand her/him
_____ Children can understand her/him
_____ Uses whole sentences
_____ Seldom talks "baby talk"
_____ Talks spontaneously when playing
_____ Talks spontaneously at mealtime
_____ Uses language props such as toy telephones
_____ Starts conversations sometimes
_____ Expresses her/his feelings in words

17. Child's self-image

_____ Can identify himself by first and last name
_____ Looks at you without covering face when you speak to him
_____ Seeks other children to play with or will join when asked
_____ Is seldom afraid of new or different things
_____ Smiles; seems happy much of the time
_____ Shows pride in her/his accomplishments
_____ Stands up for her/his rights
_____ Moves confidently with good motor control
_____ Often starts conversations

18. Child with others

_____ Talks with other children
_____ Talks with adults
_____ Plays with others
_____ Offers to help other children or adults
_____ Is willing to share
_____ Imitates others
_____ Criticizes others
_____ Advises others
_____ Cooperates with others
_____ Takes leadership role
_____ Always takes follower's friend
_____ Has special friend or friends
_____ Joins in group games
_____ Accepts job, his turn, etc.
_____ Generally follows rules
_____ Expresses feelings in words to others

ELMIRA COLLEGE CDA TRAINING

Trainee_____ Date_____

LEARNING MODULE A (45 hrs.)

FIELD TRIPS

General Objective: To learn how to plan and carry out successful field trips with my kids.

Specific Objectives:

1. To become aware of the purposes for field trips in the pre-school program.
2. To become acquainted with field trip possibilities in my locals.
3. To be able to plan and carry out a short-range trip within walking distance for a small group of children.
4. To be able to plan and carry out a long range field trip for a whole class, including pre-trip site visit, pre-trip class activities, and focusing activities during the trip.
5. To be able to plan and carry out post-trip follow-up activities in the classroom in the areas of dramatic play, blockbuilding and art.

Resources:

1. Multi-media kit (slides/tape) "Educational Field Trips for Young Children" Elmira College GTLC
2. Book: Guiding the Learning Process, Grand and Gold, N.Y.: Harper & Row Publishers, 1973
3. Multi-media kit "The Community As a Classroom" (2 trays) Elmira College GTLC

Learning Activities:

1. Use multi-media kit "Educational Field Trips for Young Children"
   a. Answer Question Sheet 1-A (3 hrs.)
2. Read book Guiding the Learning Process, pp. 123-127
   a. Make a card file of field trip possibilities within walking distance of the Center.
   b. Include on cards follow-up activities for each of these trips. (5 hrs.)

3. Use multi-media kit "The Community as Classroom"
   a. Answer Question Sheet 2-A (3 hrs.)

4. Make a list of science or social studies concepts you hope to work on with the children during the year. After each concept list the field trips you might take to clarify the concept. (5 hrs.)

5. Make a card file of long-range field trip possibilities. (You might get ideas from the yellow pages of the phone book).
   List on the cards:
   a. Pre-trip activities including appropriate books
   b. Focusing activities during the trip
   c. Follow-up activities in the classroom (5 hrs.)

6. Write up plans and carry out a walking field trip for a small group of children. Include pre-trip and post-trip activities. (5 hrs.)

7. Write up and carry out long-range field trip for the whole class. Include pre-trip, focusing, and post-trip activities. (5 hrs.)

Assessment:

KNOWLEDGE

1. Trainee will discuss answers to Question Sheets 1-A and 2-A with instructor. (2 hrs.)

PROCESS/OUTCOME

2. Instructor will accompanying trainee and small group of children on walking field trip.
   a. Written plans and pre - and post-trip activities will be discussed or observed. (5 hrs.)

3. Instructor will accompany trainee and whole class on long-range field trip.
   a. Written plans and pre-and post-trip activities will be discussed or observed. (5 hrs.)

OUTCOME

4. Instructor and trainee will meet for post-conference to go over and discuss:
   a. science concepts and appropriate field trips
   b. card file plans for short - and long-range field trips
   c. whether Module has been completed to their mutual satisfaction. (2 hrs.)

Field Trainer Record

1. List trainee performance for each specific objective:

   Objective 1_____

   Objective 2_____

   Objective 3_____

   Objective 4_____

   Objective 5_____

2. General Objective of LM-A was accomplished. Yes____ No____

3. Additional activities are necessary for completion of LM-A (Please list) Yes____ No____

   a._____

   b._____

   c._____

4. Recommend that 2 hrs. undergraduate credit be granted to trainee. Yes____ No____

5. Recommend that grade of _____be given to trainee for completion of LM-A.

Field Trainer's Signature_____Date_____

******

QUESTION SHEET 1-A

(Based on multi-media kit "Educational Field Trips for Young Children")

1. Why should field trips be a central part of the curriculum?
2. Why are field trips especially important for young children?
3. What are the four phases which go into making a good trip?
4. What factors should you consider when choosing the trip?
5. What factors go into the planning of the trip?
6. What should you be doing during the trip?
7. How can you help children use play after the trip to make their new learning meaningful?
8. Why are first-hand experiences the best kind of learning for young children?

*****

QUESTION SHEET 2-A

(Based on multi-media kit "The Community as the Classroom" 2 trays)

1. How can you find out what kinds of things the children might be interested in learning about outside of the classroom?

2. How can you find out where to go so the children can see and experience these things?

3. How ill you know what to expect when you go there?

4. How can you focus preschool children's attention on the things you'd like them to see and learn?

5. What should you as teacher be doing during a trip to help focus the learning?

6. What do you do when you get back to the classroom after a trip?

(Change to second slide tray after slide on "crayon resist")

7. How should books be used in connection with a trip to develop concepts?

8. What activities can you use as a follow-up in your classroom after a trip?

9. How can you tell is the children have gotten anything out of the trip?

10. What ideas did you get from this slide-tape which can help you develop concepts with your kids?

11. What ideas in this slide-tape are not especially appropriate for preschool children because they were designed primarily for 7 and 8-year-olds?

****

ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE B (45 hrs.)

BOOKS

General Objective: To learn how to choose and use appropriate books with my children.

Specific Objectives:

1. To become familiar with 30 good preschool books.
2. To learn how to select appropriate books for my kids on the basis of children's interests and needs and on characteristics of preschool children.
3. To read a story with a small group using a transitional activity to focus their attention, as well as listener-involvement activities during the story when necessary.
4. To arrange the books in my classroom so that children use them on their own freely and often.

Resources:

1. Multi-media kit (slides/tape) "The Preschool Book Experience" Elmira College GTLC
2. Book, Play and Play things for the Preschool Child, Beyer, Penguin Books, Baltimore, 1967.
3. Book, A Nursery School Handbook, Woods & Green, Sierra Madre Community Nursery School Association, 1972.
4. Book, Guiding the Learning Process, Grand and Gold, Harper & Row Publishers, 1973.

Learning Activities:

1. Use multi-media kit "The Preschool Book Experience"
   a. Answer Question Sheet 1-B (3 hrs.)
2. Read the following:
   a. A Nursery School Handbook, pp. 61-63; also book list pp. 94-95
   b. Play and Playthings for the Preschool Child, pp. 141-148
   c. Guilding the Learning Process, pp. 93-98

   Answer Question Sheet 2-B based on these 3 readings. (5 hrs.)

3. Make a card file of 30 preschool children's books you have examined, recording the following information:
   a. Title of book
   b. Author
   c. Publisher & date
   d. Child's interest, need or characteristic that this book appeals to ro satisfies. (15 hrs.)

4. Read one of these books to a small group of children using a transitional activity first to focus their attention, as well as appropriate listener-involvement activities if necessary. (2 hrs.)

5. Make an assessment of each child in your group, checking off item #3 on the Child Involvement Checklist. (10 hrs.)

6. Re-arrange your book corner according to the ideas learned in this Learning Module. (2 hrs.)

Assessment:

PRETEST

1. The instructor will observe in the trainee's classroom and check off item #3 in the Checklist of Classroom Competencies. (2 hrs.)

2. The instructor and trainee will have a post-observation conference to discuss the Checklist results and use of LM-B (1 hr.)

KNOWLEDGE

3. The trainee and instructors will meet to discuss answers to Question Sheet 1-B and 2-B to look at card file. (2 hrs.)

PROCESS/OUTCOME

4. Instructor will observe in trainee's class during a story-reading activity.

POSTTEST

5. Instructor and trainee will meet to discuss outcome of Child Involvement Checklist and room re-arrangement. They will determine if module has been completed to their mutual satisfaction. (2 hrs.)

Field Trainer Record

1. List trainee performance for each Specific Objective:

   Objective 1:_____

   Objective 2:_____

   Objective 3:_____

   Objective 4:_____

2. General Objective for LM-B was accomplished. Yes_____No_____

3. Additional activities are necessary for completion of LM-B.
   (Please list) Yes_____No_____

   a._____

   b._____

   c._____

4. Recommend that 2 hrs. undergraduate credit be granted to trainees
   Yes_____No_____

5. Recommend that grade of _____be given to trainee for completion of LM-B.

Field Trainer's Signature_____ Date_____

****

QUESTION SHEET 1-B

(Based on multi-media kit "The Preschool Book Experience")

1. Why should you read books to preschool kids?
2. How early should you start reading books to kids?
3. What are some of the characteristics of preschool kids that we should take into consideration when selecting books?
4. What are some books the kids can identify with?
5. What are some multi-ethnic books kids might like?
6. What are some animal books kids might like?
7. What books of nonsense or imagination might kids like?
8. What books of word play or repetition should be in your classroom library?
9. What books can kids participate in?
10. How can non-fiction books be used in the preschool program?
11. How should the books in your room be arranged?
12. How often should you read to your kids?

****

QUESTION SHEET 2-B

(Based on three readings)

1. What factors should you consider when you select a book for your kids?
2. What should the pictures be like in the book?
3. How long should the story be?
4. What kinds of stories are best?
5. Give an example of each kind of story you mentioned in #4.
6. The idea of using fairy stories with preschool kids is not acceptable to some educators. How do you feel about it?
7. What should you do before you read a story to a small group?
8. How should the kids be seated?
9. How should you read the story?
10. What can you do about a disruptive listener?
11. What can you do after the story is finished to develop kid's comprehension or clarify their feelings?
12. What kinds of story activities can you do besides reading to the kids?
13. How should your reading corner be arranged?

****

ELMIRA COLLEGE CDA TRAINING

Trainee_____ Date_____

LEARNING MODULE C (45 Hrs.)

PARENT INVOLVEMENT

General Objective: To realize the importance of involving parents in their children's education and to take steps to involve the parents in ways benefiting the children, the teacher and the parents, themselves.

Specific Objectives:

1. To discuss with understanding the importance of parent involvement and the methods used for enlisting it.
2. To work with the parents of my children in conferences and at home so that they can better meet the educational needs of their children.
3. To use some parents as volunteers in my classroom.
4. To plan an activity for my classroom which will build communication with parents.

Resources:

1. Multi-media kit One Family, One Home Visitor and Learning, Elmira College, GTLC
2. Multi-media kit Parents and Staff Together, Elmira College, GTLC.
3. Pamphlet, Parents: Active Partners in Education, Sayler, American Assn. of Elementary-Kindergarten-Nursery Educators, NEA, Washington.
4. Book, Parent Guidance on the Nursery School, Ruben, International University Press, Inc., N.Y.

Learning Activities:

1. Use multi-media kit One Family, One Home Visitor and Learning
   a. Answer Question Sheet 1-C (2 hrs.)
2. Use multi-media kit Parents and Staff Together
   a. Answer Question Sheet 2-C (2 hrs.)
3. Read pamphlet Parents: Active Partners in Education
   a. Answer Question Sheet 3-C (2 hrs.)

4. Read book, Parent Guidance in the Nursery School (1 hr.)

5. Choose a child in your Center who has problems with which you feel parents could help. Meet with your staff, planning either a home visit or a Center conference for each parent. Outline the problem, procedures for you and the staff to deal with it, and the ways in which the parent can help. Your plan may include teaching or guiding the parent in a particular procedure to use with the child.
   a. Plan your conference or home visit and carry it out.
   b. Meet with your staff to evaluate the results. (6 hrs.)

6. Decide on a way to involve some parent volunteers in your classroom. You might:
   a. Invite a couple of parents to share special talents or knowledge in connection with a unit you are planning; or
   b. Plan a field trip using parent volunteers: or
   c. Choose an activity (see pages 23-24 of Parents: Active Partners in Education) and use parent volunteers to aid in this activity in the classroom.

Decide on a method for recruiting the volunteers, and use them in your classroom. (Be sure to plan this with your staff). (8 hrs.)

7. Plan a "communication with parents" activity, such as
   a. Writing a newsletter to parents, informing them of Center activities, or
   b. Plan a parent meeting for your classroom parents to discuss a particular item of interest or to enlist their help in a project. Carry out the activity. (5 hrs.)

Assessment:

PRETEST

1. Instructor will visit classroom of trainee, checking off Section V, items #38, #39, #40, #41, #42 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee will do self-evaluation, checking off Section V, items #38, #39, #40, #41, #42 on Checklist of Classroom Competencies. (1 hr.)

3. Instructor and trainee will have conference to discuss checklist results and use of LM-C by trainee. (2 hrs.)

KNOWLEDGE

4. Instructor and trainee will meet to discuss answers to Question Sheets, 1-C, 2-C and 3-C, reasons and methods for parent involvement. (3 hrs.)

PROCESS

5. Instructor and trainee will meet to discuss plans for parent home visits or conferences, and will have a follow-up conference to discuss results. (3 hrs.)

6. Instructor will observe/participate in classroom during use of parent volunteers. (3 hrs.)

7. Instructor will attend parent meeting, or meet to discuss newsletter, etc. with trainee. (2 hrs.)

PRODUCT

8. Instructor will visit classroom of trainee, checking off items #38 to 42 on Checklist of Classroom Competencies (1 hr.)

9. Trainee and instructor will have follow-up conference to determine if LM-C is completed to their mutual satisfaction according to the objectives.

Field Trainer Record:

1. Trainee performance evidence for Specific Objectives:

   Objective 1:_____

   Objective 2:_____

   Objective 3:_____

   Objective 4:_____

2. General objective of LM-C was accomplished: Yes_____ No_____

3. Additional activities are necessary for the completion of LM-C: (Please list) Yes_____ No_____

   a._____

   b._____

   c._____

4. Recommend that two hour undergraduate college credit be granted to trainee: Yes_____ No_____

5. Recommend that grade of_____be given to trainee for completion of the Learning Module.

Field Trainer's Signature_____ Date_____

****

QUESTION SHEET 1-C

(Based on multi-media kit One Family, One Home Visitor & Learning)

1. What kinds of differences did the home visitor find in families?
2. What kinds of experience for children did the home visitor introduce to Mrs. Clark?
3. What items around home did the home visitor use to teach the kids?
4. What other kinds of things did the home visitor help Mrs. Clark to learn?
5. How did Mrs. Clark and the home visitor teach Billy new words?
6. What were weekly training sessions for parents used for?
7. How did the home visitor help the parents financially?
8. What did Mr. Clark say she appreciated most from the home visitor?
9. What did Mrs. Clark find out about learning in small children?
10. What kinds of games did Mrs. Clark learn to play with the children?
11. What did the home visitor learn about families from the experiences?
12. What did she learn about the meaning of "individualizing instruction"?
13. Is it important to include the "Whole family"? How can you do this?
14. What happened to the families involved in this experience?

******

QUESTION SHEET 2-C

(Based on multi-media kit Parents and Staff Together)

1. How does this Head Start Program use parents?
2. What is the main purpose for this parent involvement?
3. What kinds of things does the parent-staff team do?
4. What does success of the program depend upon?
5. How do they train the parents and staff?
6. What are the 3 parts of evaluation project design?
7. How are the parent's criticisms of the program used?
8. How does the Center help parents?
9. What 2 main roles do parents play in sharing the responsibility of the Center?
10. What 2 concerns are important in using this type of parent program?
11. What kinds of parents are needed?
12. What is the parent-recruit-parent campaign?

******

QUESTION SHEET 3-C

(Based on pamphlet, Parents: Active Partners in Education)

1. Why is it important for home and school to work together?
2. How can parent involvement benefit teachers? Parents? Children?
3. What are some bad examples of teacher-parent communication?
4. How can parent involvement aid individualization of instruction?
5. What are 3 main goals of parent-involvement?
6. What steps should a teacher take before initiating a parent program?
7. What are some factors that help parents from being able to participate?
8. What are some of the "fears" of parents?
9. In what ways can teachers overcome these fears or problems of parents?
10. In what areas should parent volunteers be "oriented to the school set-up"?
11. What kinds of activities can parent volunteers participate in?
12. What are some of the problems which a parent-volunteer-involvement program may face?
13. What are some fears of teachers?

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ELMIRA COLLEGE CDA TRAINING

Trainee_____ Date_____

LEARNING MODULE D (45 Hrs.)

SETTING UP THE CLASSROOM

General Objective: To be able to set up and arrange a preschool classroom so that the children will become self-directed in their learning.

Specific Objectives:

1. To determine which of the activity areas (e.g. blockbuilding, books, dramatic play, large motor, manipulative, art, music, science/math, sand/water, woodworking, cooking, child's private area) can and should be included in my preschool classroom.

2. To be able to set up and arrange three of these areas in my classroom so that individual children and small groups can use them with minimum adult direction and supervision.

3. To be able to arrange materials on shelves in one of the areas either art or manipulative), so that children can make free choices and become involved with the activity with minimum adult direction and supervision.

4. To be able to arrange activity areas so that quiet activities are separated from noisy activities, so that children can move freely, so that any handicapped children are accommodated, and so that any safety hazards are overcome.

Resources:

1. Booklet: Organizing Free Play, Jeannette W. Galambos, Wash. D.C.: Dept. HEW, OCD, U.S. Govt. Printing Office: 1969 0-367-264.

2. 16mm Film: Organizing Free Play, Elmira College, GTLC.

3. Book: Guiding the Learning Process, C. Grand and R. Gold, New York: Harper & Row Pub., 1973.

4. Book: Play and Playthings for the Preschool Child, E.M. Matterson, Baltimore: Penguin Books, 1967.

5. Booklet: Space for Learning, A Pre-School Environment for Very Little Money, Dept. HEW OCD, Pub. No. 72-51, 1972.

6. Multi-media kit: (slides/tape) LM-D "Setting Up the Classroom" Elmira College, GTLC.

Learning Activities:

1. Read booklet or view film: Organizing Free Play.
   a. Answer Question Sheet 1-D attached. (3 hrs.)

2. View multi-media kit: "Setting Up the Classroom"
   a. Answer Question Sheet 2-D. (3 hrs.)

3. Read books: Guiding the Learning Process (Chapt. 1 "Before School Starts" and Play & Playthings for the Preschool Child (Chapt. 2 "Start at the Beginning")
   a. Answer Question Sheet 3-D attached (3 hrs.)

4. Read booklet: Space for Learning (Please return)
   a. Use Room Plan attached to this module and make another better plan for this same room using the same ingredients but rearranging them according to Specific Objective #4. (5 hrs.)

5. Visit another classroom and make a similar room plan of it.
   a. Make another better room plan which rearranges the areas according to Specific Objectives #2 and #4. (5 hrs.)

6. Make a plan of your own room as it is now.
   a. Make another better plan which rearranges the areas according to Specific Objectives #1, #2, #4. (5 hrs.)

7. Rearrange your classroom according to the final approved plan. (10 hrs.)

Assessment:

PRETEST

1. Trainer will visit classroom of trainee before the start of this Learning Module to check off items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee will do self-evaluation check-off of items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 on Checklist of Classroom Competencies. (2 hrs.)

3. Trainer and trainee will meet to compare Checklist results and discuss the use of LM-D by trainee. (1 hr.)

KNOWLEDGE

4. Trainee will meet with trainer to discuss answers to Question Sheets 1-D, 2-D and 3-D. (2 hrs.)

PROCESS

5. Trainee will show the 6 classroom plans she/he has made to the trainer for comments and discussion. (1 hr.)

PRODUCT

6. Trainer will visit trainee's rearranged classroom, checking off items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 on Checklist of Classroom Competencies as a Posttest. (2 hrs.)

7. Trainee and trainer will have a post-observation conference to determine if this module has been completed to the satisfaction of both according to the objectives set forth. (1 hr.)

Field Trainer Record:

1. Trainee performance evidence for Specific Objectives:

   Objective 1:_____

   _____

   Objective 2:_____

   _____

   Objective 3:_____

   _____

   Objective 4:_____

   _____

	Yes	No
2. General Objective of LM-D was accomplished:	____	____
3. Additional activities are necessary for the completion of LM-D: (please list)	____	____

   a._____

   b._____

   c._____

4. Recommend that two hours undergraduate college credit be granted to trainee:	____	____

5. Recommend that grade of_____be given to trainee for completion of the Learning Module.

Field Trainer's Signature_____ Date_____

****

QUESTION SHEET 1-D

(Based on booklet, Organizing Free Play)

1. How does this booklet define "play"?
2. What is "free play"?
3. Why do some teachers give little time to "free play"?
4. When is play not "free"?
5. Why should a room be arranged before the child enters it?
6. Why is good out-of-sight storage necessary for setting up the classroom?
7. What "zones" might a teacher have in her classroom?
8. How does the teacher help with children's table-work?
9. Which of the activities is really "the very heart" of the free play period? How does the teacher support it?
10. What should the adults in the classroom be going during free play?

****

QUESTION SHEET 2-D

(Based on Slide-tape set "Setting Up the Classroom" 1 slide carousel box and 1 tape cassette)

1. How can you set up your classroom to help kids become self-directed in their learning?
2. What can we do to help children make choices in the room?
3. How can you provide for the boys in your dramatic play area?
4. How can we help kids develop independence through art?
5. Why should kids have water play?
6. What new science ideas did you get from this film?
7. What should the best use of factual books be in a preschool class?
8. What are the names of some books you would choose for your room?
9. Why should we have field trips?
10. Why are large motor activities so important? How could you arrange for them in your own room?
11. What ideas did you gain from this film for use in your room?

****

QUESTION SHEET 3-D

(Based on Guilding the Learning Process, Chapt. 1; Play and Playthings for the Preschool Child, Chapt. 2)

1. Why should tables be arranged so that children sit in small groups?

2. Why should the playhouse area be enclosed?

3. Where should musical instruments be kept? Do you agree?

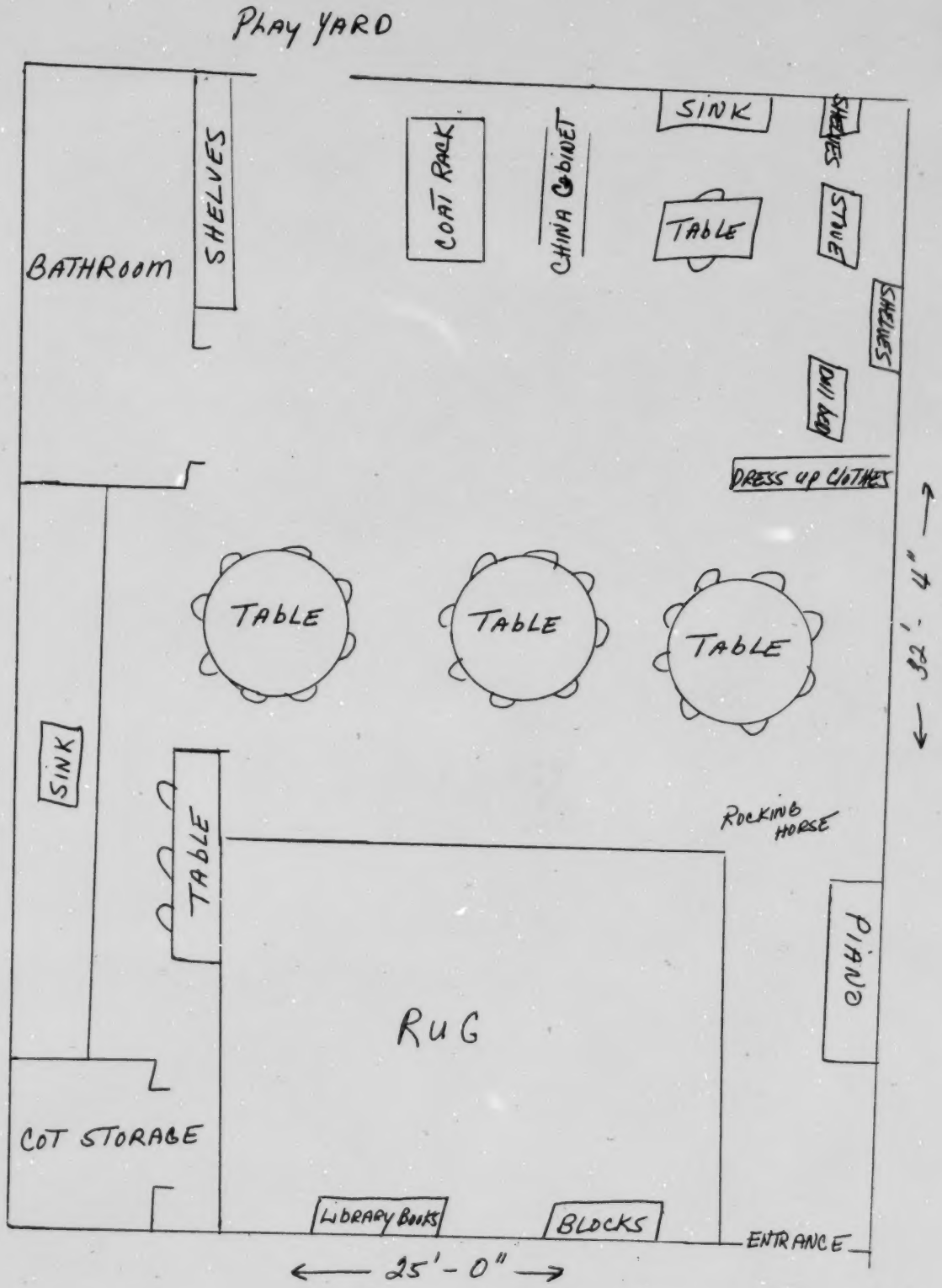
4. What kinds of wall decorations could you use?

5. How can you decide how many different activities should be available at one time and how many children can play comfortably at each of them?

6. What is the best way to store materials and equipment?

7. What behavior on the part of your children should indicate that your room is well-arrange? What behavior might indicate that your room is not well-arrange?

****


PLAY YARD
BATHROOM
SHELVES
COAT RACK
CHINA CABINET
SINK
SHELVES
TABLE
STOVE
SHELVES
DOLL BED
DRESS UP CLOTHES
TABLE
TABLE
TABLE
SINK
TABLE
ROCKING HORSE
PIANO
RUG
COT STORAGE
LIBRARY BOOKS
BLOCKS
ENTRANCE
25'-0"
32'-4"

Room Plan

ELMIRA COLLEGE CDA TRAINING

Trainee_____ Date_____

LEARNING MODULE E (45 Hrs.)

THE ROLE OF PLAY

General Objective: To understand the role of play in children's learning and to apply these concepts in my work with children.

Specific Objectives:

1. To be able to discuss with understanding how pre-school children learn through play.
2. To rearrange an area of my classroom so that more constructive free play can take place.
3. To make or bring into my classroom one or more "developmental toys" new to the children, which will encourage their learning or development in a certain area.
4. To involve more children in dramatic play by providing more or better opportunities through use of one or more new "prop boxes" or similar materials.

Resources:

1. Multi-media kit (slide/tape) "The Child Plays" Elmira College GTLC
2. Pamphlet, Play as Learning, Cornell University
3. Booklet, Organizing Free Play or film Organizing Free Play Project Head Start: film at Elmira College GTLC
4. Leaflet, Criteria for Selecting Play Equipment
5. Book, Play and Playthings for the Preschool Child, Matterson, Penguin Books, Baltimore.

Learning Activities:

1. Read Play as Learning
   a. Answer Question Sheet 1-E (2 hrs.)
2. Use multi-media kit "The Child Plays"
   a. Answer Question Sheet 2-E (3 hrs.)

3. Read Organizing Free Play or view the film: read Criteria for selecting Play Equipment
   a. Be prepared to discuss the ideas presented. (2 hrs.)

4. Make a card file of play equipment you would use in your classroom.
   a. Make or obtain one or more of these pieces of equipment and put it to use in your classroom. (3 hrs.)

5. Rearrange or set up a classroom area for play by children with one of the natural materials: sand, water or woodworking. (5 hrs.)

6. Read Play and Playthings for the Preschool Child, Chapts. 1, 3, 4, 5
   a. Answer Question Sheet 3-E (3 hrs.)

7. Observe each of your children as they engage in dramatic play and check off items #4, #10 and #11 on the Child Involvement Checklist. (13 hrs.)

8. Make one or more prop boxes for dramatic play according to the needs and interests of your class and put it to use in the classroom. (5 hrs.)

Assessment:

PRETEST

1. Instructor will visit classroom of trainee before start of module and check off items #1, #4, #10, #11 and #26 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee and instructor will meet to discuss Checklist results and use of LM-E by trainee. (1 hr.)

KNOWLEDGE

3. Trainee will meet with instructor to discuss answers to Question Sheets 1-E, 2-E, and 3-E and concepts from Organizing Free Play and Criteria for Selecting Play Equipment. (2 hrs.)

PROCESS

4. Trainee will show card file of equipment, piece of equipment and observational checklist of children to instructor for discussion. (1 hr.)

PRODUCT

5. Instructor will visit trainee's classroom checking off items 1, 4, 10, 11 and 26 on Checklist of Classroom Competencies.

6. Trainee and instructor will have post-observation conference to determine if module is completed to their mutual satisfaction according to the objectives. (1 hr.)

Field Trainer Record

1. List trainee performance for each Specific Objective:

   Objective 1:_____

   Objective 2:_____

   Objective 3:_____

   Objective 4:_____

2. General Objective of LM-E was accomplished. Yes____No____

3. Additional activities are necessary for completion of LM-E. (Please list)
   Yes____No____

   a._____

   b._____

   c._____

4. Recommend that 2 hrs. undergraduate credit be granted to trainee.
   Yes____No____

5. Recommend that grade of____ be given to trainee for completion of LM-E.

Field Trainer's Signature_____ Date_____

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QUESTION SHEET 1-E

(Based on Play as Learning, Cornell Extension Bulletin 1155)

1. How does play help children acquire motor, intellectual and social skills?
2. How does an adult influence what and how a child will learn?
3. What do children learn from the adult who reads to them?
4. What does a child gain from dramatic play?
5. What does a child gain from playing with unit blocks?
6. What different gains are experienced by children in outdoor play?
7. What can children learn from art activities?
8. How do child development researchers use play as a tool?
9. What specific things do children learn from their play?

****

QUESTION SHEET 2-E

(Based on multi-media kit "The Child Plays")

1. Why is play so important in a young child's life?
2. What kinds of things does the child learn through play?
3. What is the adult's role in the child's play?
4. Why is play so effective as a learning process?
5. Why must a teacher be familiar with preschool skills?
6. What should you do if a child resists learning certain skills?
7. What kind of play promotes the skill of sorting and classifying?
8. How can a teacher promote the skills of exploring?
9. What kills creativity in children?
10. How can dramatic play help a child?
11. What concepts can dramatic play help kids to clarify?
12. How can play help promote physical growth?

******

QUESTION SHEET 3-E

(Based on Play and Playthings for the Preschool Child, Chapts. 1, 3, 4 & 5)

1. What is the best meaning of the word "play"?
2. What does the child's "lack of preconceived ideas" mean in regard to choosing play equipment?
3. What are the basic play categories and the value of each?
4. Why is "destructive play" valuable for the child?
5. What is meant by the "natural play materials"?
6. What are the advantages and disadvantages of water play? How can we overcome the disadvantages?
7. What are some good "water playthings"?
8. How can we provide for sand play?
9. What two kinds of sand should be provided and why?
10. What are some good sand tools or accessories?
11. What two types of play activity can be provided by dough?
12. How can we encourage children to put away woodworking tools?
13. How can we make woodworking sutiable for children under 4?
14. What are 2 advantages of aprons for activities such as sand, water, and woodworking?
15. What types of household materials can be used as good play materials?
16. What is the major value of imaginative play?
17. What are some suggestions for imaginitive play other than "playing house"?
18. What are the values of puppets?
19. What are the disadvantages of many of the clever & fancy toys on the market today?
20. What types of clothes should be available for "dressing up"?

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ELMIRA COLLEGE CDA TRAINING

Trainee_____ Date_____

LEARNING MODULE F
CREATIVE EXPRESSION: ART

General Objective: To help children become involved in art activities in a way which will encourage and expand their creative energies.

Specific Objectives:

1. To encourage and support children's exploration of art media on their own without adult direction.
2. To set up a classroom art area so that children can use it with minimum adult direction.
3. To discover and use some new creative art media and activities with my children.
4. To discuss with understanding the goals of pre-school art experiences as well as the adult's role in children's art.
5. To realize the various shapes of development in my kids and provide the right materials for these stages.

Resources:

1. Mulit-media kit Focus on Art by Jeanne W. Quill, Childhood Resources, Inc.
2. Book, Creative Art for the Developing Child by Clare Cherry, Lear Siegler, Inc.
3. Ditto, Creative Art Materials for Children.

Learning Activities:

1. Use multi-media kit Focus on Art
   a. Answer question sheet 1-F
   b. Be prepared to discuss the ideas presented (2 hrs.)
2. Read Creative Art for the Developing Child, pp. 1-22
   a. Answer question sheet 2-F
   b. Be prepared to discuss the ideas presented (2 hrs.)
3. Read Creative Art Materials for Children
   a. Be prepared to discuss ideas presented
   b. Make a small chart of the Do;s and Don'ts for adults and post it near your art center where your staff can view it.
   c. Choose five of these guidelines which you have not been practicing and really concentrate for the next week on practicing them.

4. Read through the remaining chapters of Creative Art for the Developing Child which explores the various art media and activities.
   a. Make a list of equipment which you should have available for your art center. Acquire three new kinds of material which you don't now have for your center.
   b. Make a card file of 25 art activities which you can provide for your kids. Choose activities using various media. Use three of the activities in your classroom. (15 hrs.)

5. Assess each child in your classroom according in "Child in Art Area" on the Child Involvement Checklist.
   a. Choose 2 children in your class, and thinking about their developmental level in art, provide a special art experience for each to encourage his growth. (6 hrs.)

6. Rearrange your classroom art center using the knowledge you have gained.
   a. Providing materials which children can use without adult direction or assistance.
   b. Incorporating materials for children at various levels of development.
   c. Incorporating a wide variety of media. (5 hrs.)

Assessment:

PRETEST

1. Instructor will observe trainee's classroom checking off items 7 and 25 on Competency Checklist. (2 hrs.)

2. Instructor and trainee will meet to discuss checklist results and use of LM-F by trainee. (1 hr.)

KNOWLEDGE

3. Trainee will discuss with instructor answers to question sheets 1-F and 2-F as well as Child Art Assessments and Concepts presented in reading material. (2 hrs.)

PROCESS

4. Instructor will visit trainee's classroom during use of art activity and will observe practice of guidelines for adults, new equipment and materials and rearrangement of art center. (2 hrs.)

5. Trainee will show list of materials and card file of art activities to instructor. They will discuss plans for individual needs of children. (2 hrs.)

PRODUCT

6. Instructor will visit trainee's classroom checking off items 7 and 25 on Competency Checklist. (1 hr.)

7. Trainee and instructor will meet to determine if LM-F is completed to their mutual satisfaction according to objectives. (1 hr.)

Field Trainer Record

1. Trainee performance evidence for Specific Objectives

   Objective 1:_____

   Objective 2:_____

   Objective 3:_____

   Objective 4:_____

   Objective 5:_____

2. General Objective of LM-F was accomplised Yes____ No____

3. Additional activities are necessary for completion of LM-F
   (Please list) Yes____ No____

   a._____

   b._____

   c._____

4. Recommend that 1 hour under graduate college credit be granted to trainee:
   Yes____ No____

5. Recommend that grade of_____ be given to trainee for completion of LM-F.

Field Trainer's Signature_____ Date_____

QUESTION SHEET 1-F

(Based on mulit-media kit, Focus on Art)

1. Why is art a necessary and important part of an early childhood program?
2. What important feeling does the young child experience through art?
3. What are the basic stages of art development in the child?
4. What are some of the mistakes adults make with children and art?
5. What does size or location sometimes tell us in a child's art?
6. What are some of the various art media suitable for young children?
7. What are some different variations of finger painting?
8. Why does the child enjoy finger paint so much?
9. What is collage? What does it do for the child?
10. How can we help the child to become more independent and solve his own problems through art?
11. What is spatter painting?
12. What kinds of objects can be used for printing?

QUESTION SHEET 2-F

(Based on Creative Art for the Developing Child, pp. 1-22)

1. What kinds of comments should a teacher make about children's art?
2. What determines the type of scribbling a child does?
3. How are the stages of development in art related to the physical development of the child?
4. Why should you date a child's work?
5. What is a pitfall to be avoided in evaluating a child's art?
6. What should you evaluate in the child's work?
7. What should be the most important aspect of art with children?
8. What are some guidelines for the teacher?
9. What are important ground rules to set for children?
10. What is your role in classroom art?
11. What are the rules for planning the room environment and displaying children's work?
12. Why is it important to have the room neat and orderly?
13. What are some guidelines for choosing the art area?
14. How can you protect a child's clothes?
15. What are some aids for organizing materials?

ELMIRA COLLEGE CDA TRAINING

Trainee_____ Date _____

LEARNING MODULE G (45 hrs.)

PRESCHOOL SCIENCE

General Objective: To understand the goals for using science with preschool children, and to help the children in my class learn appropriate science concepts.

Specific Objectives:

1. To discuss with understanding the goals of preschool science.
2. To make plans for using science in my classroom this year, listing concepts my kids should learn.
3. To plan and carry out some science activities with my kids which teach these concepts.
4. To know appropriate science books and use them with my kids.

Resources:

1. Multi-media kit Preschool Science, Elmira College, GTLC.
2. Book, Science Experiences for Young Children, Carmichael, Southern Calif. Assoc. for Ed. of Young Children, P.O. Box 691, Sierra Madre, Calif.
3. Book, Guiding the Learning Process, Grand and Gold, Harper & Row, pp. 67-69, 121-122, 84-86, 124-126.

Learning Activities:

1. Use multi-media kit Preschool Science
   a. Answer question sheet 1-G
   b. Be prepared to discuss concepts presented. (3 hrs.)
2. Read Science Experiences for Young Children pp. 1-5 and Guiding the Learning Process pp. 67-69, 121-122, 84-86, 124-126
   a. Answer question sheet 2-G
   b. Be prepared to discuss the concepts presented. (3 hrs.)
3. Write down the questions curious children have asked you about different things during one week in your classroom. (3 hrs.)

4. Scan the units outlined in Science Experiences for Young Children. Using this and the questions your kids have asked, write out some broad general plans for science in your class this year, including concepts you feel the kids should learn. (4 hrs.)

5. Record 20 science activities you might use to carry out your plans on file cards, including concept to be learned, kind of activity, materials needed, ways kids can investigate or get involved.
   a. Use 3 of these in your classroom. (8 hrs.)

6. Using the book list at the end of each chapter and in Appendix 1 in Science Experiences for Young Children, make a card file of 15 science books to go along with your plans.
   a. Acquire 3 of the books and use them with your kids. (4 hrs.)

7. Bring a new or unusual "science object" into your classroom and:
   a. Observe and record what the children do with it
   b. Record the methods the children use to investigate it on their own, including questions they ask. (4 hrs.)

Assessment:

PRETEST

1. Instructor will visit classroom of trainee, checking off items #9 and #27 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee will do self-evaluation, checking off items #9 and #27 on Checklist of Classroom Competencies. (1 hr.)

3. Instructor and trainee will meet to discuss Checklist results and use of LM-G by trainee. (2 hrs.)

KNOWLEDGE

4. Instructor and trainee will meet to discuss answers to Question Sheets 1-G, 2-G and goals of preschool science. (2 hrs.)

PROCESS

5. Instructor and trainee will meet to discuss science plans, activities, card file and kid's reaction of "science object." (2 hrs.)

6. Instructor will visit class of trainee to observe one science activity and use of one science book. (4 hrs.)

PRODUCT

7. Instructor will check off items #9 and #27 on Checklist of Classroom Competencies. (1 hr.)

8. Instructor and trainee will meet to determine if LM-G is completed to their mutual satisfaction according to the objectives. (2 hrs.)

Field Trainer Record

1. Trainee performance evidence for Specific Objectives:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

2. General Objective of LM-G was accomplished. Yes _____ No _____

3. Additional activities are necessary for the completion of LM-G: (please list)
   Yes _____ No _____

   a. _____

   b. _____

   c. _____

4. Recommend that two hours undergraduate college credit by granted to trainee:
   Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of LM-G.

FIELD Trainer's Signature _____ Date _____

QUESTION SHEET 1-G

(Based on multi-media kit Preschool Science)

1. What are the goals of preschool science?
2. What broad science concept might you follow all year?
3. How do preschool kids learn?
4. How do they not learn?
5. What is preschool science really all about?
6. How can you use science signs when the kids can't read?
7. How can you get the kids involved with things outside the classroom?
8. How can you use the kids' own questions in your science program?
9. What do you do if the kids don't ask questions?
10. What do you do if you don't know the answers to their questions?
11. What preschool science concept would you like to choose for your class to explore?
12. What activities might you start to teach this concept?

QUESTION SHEET 2-G

(Based on Science Experiences for Young Children and Guiding the Learning Process)

1. What makes young children "natural scientists?"
2. What is the teacher's role in helping children learn science concepts?
3. What are some of the goals of preschool science listed here?
4. How often should children have science experiences?
5. What steps should the teacher take in introducing a science concept?
6. What determines the length of time spent on a science topic?
7. What should be kept in mind about displays or audio-visual aids?
8. What should be kept in mind regarding trips?
9. What classroom facilities are helpful to the teacher in science activities?
10. What types of items could be on your science table?
11. Which items can remain on the table all year?
12. What are some science concepts children learn from cooking?
13. How should you phrase your questions about things children are exploring?
14. How can trips aid science learnings?

ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE H (45 hrs.)

COOKING

General Objectives: To understand the educational value of cooking experiences for kids and to learn how to plan and carry out cooking activities with my class.

Specific Objectives:

1. To be able to discuss with understanding the values and methods of cooking experiences for children.

2. To collect a group of recipes appropriate for use with my class.

3. To learn the basic skills used in cooking and to help my class acquire the skills appropriate for their developmental level.

4. To plan and carry out cooking activities with my class.

Resources:

1. The Mother-Child Cookbook, Nancy J. Ferreira, Pacific Coast Publishers, Menlo Park, Calif.

2. Multi-media kit (slides/tape) "Children Can Cook", Elmira College, GTLC.

Learning Activities:

1. Read The Mother-Child Cookbook, pp. 3-20
   a. Answer question sheet 1-H
   b. Be prepared to discuss the concepts presented (3 hrs.)

2. Use multi-media kit "Children Can Cook"
   a. Answer question sheet 2-H (2 hrs.)

3. Make a recipe card file to be used with kids.
   a. Include objectives for children's learning
   b. Include method for carrying out activity
   c. Include 25 recipes (Using recipe guides on pp. 21-24 in Mother-Child Cookbook, choose 10-15 recipes from this book appropriate for your kids. Gather remaining recipes from other sources.) (5 hrs.)

4. Choose one of the skills on pages 14-20 in Mother-Child Cookbook which your children need to develop.
   a. Use guide on pp. 21-22 to make sure the skill is appropriate for your children's developmental level.
   b. Plan and use 2 or 3 activities to help your kids acquire this skill. (5 hrs.)

5. Plan and carry out a cooking activity with your class.
   a. Make a recipe chart for the activity. (5 hrs.)

6. Plan and carry out a food field trip with your class.
   a. Write out plans for follow-up activities in your classroom (8 hrs.)

Assessment

PRETEST

1. Instructor will visit trainee's class checking off items #12, #21, #24, and #27 on the Checklist of Classroom Competencies. (2 hrs.)

2. Trainee and Instructor will meet to discuss Checklist result and use of LM-H by trainee. (1 hr.)

KNOWLEDGE

3. Trainee and instructor will meet to discuss answers to question sheet 1-H and 2-H and the values and methods of cooking with children. (2 hrs.)

PROCESS

4. Instructor will visit class to observe/participate in cooking activity planned by trainee.
   a. Trainee will show card file of recipes to instructor.
   b. Instructor and trainee will meet for post-activity conference (5 hrs.)

5. Trainee will invite instructor to go along on food field trip.
   a. Instructor and trainee will meet for post-field trip discussion of follow-up activities. (5 hrs.)

PRODUCT

6. Instructor and trainee will meet to determine if module completed to satisfaction of both according to objectives. (Instructor may visit class to check off item #12 on Checklist of Classroom Competencies if necessary) (2 hrs.)

Field Trainer Record

1. List trainee performance for each Specific Objective:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

2. General Objective of LM-H was accomplished. Yes _____ No _____

3. Additional activities are necessary for completion of LM-H. (please list)
   Yes _____ No _____

   a. _____

   b. _____

   c. _____

4. Recommend that 2 hrs. undergraduate credit be granted to trainee.
   Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of LM-H.

Field Trainer's Signature _____ Date _____

QUESTION SHEET 1-H

(Based on The Mother-Child Cookbook, pp. 2-20)

1. When should cooking experience begin for children?
2. What are the values of involving mothers in the school cooking program?
3. What are some important guidlines to remember in cooking with very young children?
4. How can cooking at school extend over into other areas of preschool activity?
5. What kinds of pre-cooking experiences can be provided at home for children even before nursery-age?
6. List the reasons or values for children for cooking in nursery school.
7. How do cooking experiences prepare kids for writing later on?
8. How often should cooking be included in the children's activity?
9. Why is the adult's attitude towards food and cooking so important?
10. What kinds of foods are best to use in cooking projects?
11. Should children be forced to cook or eat? Why?
12. What are some ways of drawing children into the cooking area?
13. What things should be remembered to teaching cooking skills to children?
14. What cooking skill involve beginning manipulation and eye-hand coordination?

****

QUESTION SHEET 2-H

(Based on multi-media kit "Children Can Cook" 2 slide carousels)

1. What areas of the curriculum does cooking with kids involve?
2. While the eggs are cooking, what has the teacher planned for the children to do?
3. How do kids learn about eggs in this experience?
4. When are new words about eggs introduced?
5. How is it decided which kids will participate in the cooking experience?
6. How was "time" worked into this experience?
7. What was the first cooking experience this class had?
8. What was used by the kids as tools for making play dough?
9. How are recipe charts made?
10. What kinds of questions did the teacher ask?
11. How did the teacher get the idea of boiling potatoes?
12. How was social studies worked into the potato experience?
13. What did the teacher want the kids to learn in the potato experience?
14. How did the teacher extend the egg experience to a new cooking activity?
15. What kinds of learning "clues" did the kids give the teacher in the orange experience?
16. What ideas did you get for cooking with your kids from these slides?

****

ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE I (45 hrs.)

SELF-IMAGE

General Objective: To learn the imprtance of a positive self-image and to learn how to build positive self-images in my kids.

Specific Objectives:

1. To learn how my kids feel about themselves be assessing their self-images.
2. To learn to build my children's self-images through use of the child's name, the teacher's voice, stories, photos, songs, mirrors, dramatic play, communication.
3. To do two activities in my class which will build positive self-images with children whose self-concept is low.
4. To be able to discuss with understanding the reasons behind a child's negative self-image.

Resources:

1. Booklet, Head Start to Confidence, Project Head Start.
2. Film, Head Start to Confidence, Elmira College, GTLC.
3. Guiding the Learning Process, book, Grand & Gold, Harper & Row, New York.
4. Multi-media kit (slides/tape) "School Beginnings: The First Day" Elmira College GTLC.
5. Book, Children with Special Needs in the Infant School, Webb, Fontana Books, London, 1967.

Learning Activities:

1. Read book Guiding the Learning Process, Chap. 2 "The First Day." (1 hr.)
2. Read booklet or view film Head Start to Confidence
   a. Answer Question Sheet 1-I (3 hrs.)
3. Use multi-media kit School Beginnings: The First Day
   a. Answer Question Sheet 2-I (2 hrs.)

4. Make an assessment of the self-image of every child in your class, checking off item #17 on the Child Improvement Checklist. (15 hrs.)

5. Plan and carry out two activities in your class that will help build positive self-images of kids who have low self-images according to the Checklist (5 hrs.)

6. Read the book Children with Special Needs in the Infant School.
   a. Make an outline of 5 of the case studies which interest you most, including child's name, description of child, description of problem, how dealt with. (5 hrs.)

Assessment:

PRETEST

1. Instructor will visit classroom of trainee and check off Section III, items 28-32 on Checklist of Classroom Competencies (2 hrs.)

2. Trainee will do a self-evaluation checking off items 28-32 on Checklist of Classroom Competencies (1 hr.)

3. Instructor and trainee will meet to discuss checklist results and use of LM-I by trainee. (1 hr.)

KNOWLEDGE

4. Trainee will have conference with instructor to discuss answers to Questions Sheets 1-I and 2-I. (2 hrs.)

PROCESS

5. Trainee will meet with instructor to discuss results of child assessments and five case studies. (2 hrs.)

PRODUCT

6. Instructor will visit classroom of trainee, checking off items 28-32 on Checklist of Classroom Competencies. (3 hrs.)

7. Instructor and trainee will meet to evaluate checklist results and decide if LM-I has been completed to their mutual satisfaction according to the objectives. (2 hrs.)

Field Trainer Record

1. Trainee performance evidence for Specific Objectives

Objective 1: _____

Objective 2: _____

Objective 3: _____

Objective 4: _____

2. General Objective of LM-I was accomplished. Yes _____ No _____

3. Additional activities are necessary for the completion of LM-I. (please list)
Yes _____ No _____

a. _____

b. _____

c. _____

4. Recommend that two hours undergraduate college credit be granted to trainee. Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion fo LM-I.

Field Trainer's Signature _____ Date: _____

QUESTION SHEET 1-I

(Based on booklet and film Head Start to Confidence)

1. Why are mothers asked to stay the first day?
2. Why are name tags used the first days?
3. How else is the child's name used?
4. How do teachers get kids involved in various activities at first? Later?
5. How do teachers' voices build a child's self-image?
6. How can a teacher show she is interested in every child's daily accomplishment and help them feel good about themselves?
7. How can stories be used to build self-esteem?
8. How can photos be used for this?
9. How can songs be used for this?
10. How can children tell how others feel about them?
11. Why use mirrors?
12. How does dramatic play help improve a child's self-image?
13. What should a teacher know about puzzles and their use?
14. What should a teacher avoid saying to kids?
15. How can a teacher help a child in the classroom who is experiencing troubles at home?
16. When can meaningful communication between teacher and children take place?
17. What kinds of conversation should you avoid?
18. In what ways was Mark helped by his teachers to gain self-confidence?
19. What ideas did you gain from this book to be used with your kids?

****

QUESTION SHEET 2-I

(Based on multi-media kit School Beginnings: the First Day)

1. Why does only half the group come at a time on the first day?
2. What happens first when the children enter the room?
3. What does this teacher want her room to say to the kids?
4. How are problems handled by the teachers so the kids can feel comfortable?
5. Why did the teacher select dough as an activity for the first day?
6. When does the teacher put water in the water table? Why?
7. What is the teacher's most important job for the first day?
8. Why is it important for the parents to be there to see what's happening?
9. How are kids' names used to help them?
10. Why did the teacher let the kids take one thing home?
11. How did the teacher approach the different children to build trust?

****

ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date: _____

LEARNING MODULE J (45 hrs.)

LARGE MOTOR DEVELOPMENT

General Objective: To help my children improve their large motor coordination by determining what their needs are and what activities and materials will provide the necessary help.

Specific Objective:

1. To become acquainted with the large motor skills and their importance in children's development.

2. To assess each child's large motor skills.

3. To bring into the classroom two new activities which will help children develop large motor skills according to their assessed needs.

4. To bring into the classroom one new piece of equipment that will promote large motor skills.

5. To bring to the outdoor playground one new and different piece of equipment which will promote a certain large motor skill.

Resources:

1. Book, Play and Playthings for the Preschool Child, Matterson, Penguin Books, Baltimore, 1967.

2. Book, A Nursery School Handbook, Green and Woods, Sierra Madre Community Nursery School Assoc., 1972.

3. Leaflet, Use of Large Muscle Play Equipment in the Classroom, Community Plaything, Rifton, N. Y. 1971.

4. Multi-media kit "Outdoor Activities and Equipment".

Learning Activities:

1. Read Play and Playthings for the Preschool Child, Chap. 6
   "Adventure Play"
   a. Answer question sheet 1-J (2 hrs.)

2. Read Use of Large Muscle Play Equipment in the Classroom.

3. Read A Nursery School Handbook, pp. 50-53 and pp. 100-102
   a. Answer Question Sheet 2-J (2 hrs.)

4. Use multi-media kit Outdoor Activities and Equipment
   a. Answer Question Sheet 3-J (3 hrs.)

5. Make an assessment of each child in your group, checking off items #5 and #13 on Child Involvement Checklist. (15 hrs.)

6. Make a card file of 20 activities and/or homemade equipment which will promote the specific large motor skills of jumping, hopping, running, crawling, climbing, riding wheeled equipment, pushing, pulling, throwing, catching, balancing and lifting. Indiciate the skill on each card. (5 hrs.)

7. Try out two new activities from your card file with kids who need special help in certain skills. (3 hrs.)

8. Make and try out one piece of new equipment in your room to promote large motor skills. (3 hrs.)

9. Make and try out one piece of new equipment on the outdoor playground to promote a certain skill. (3 hrs.)

Assessment:

PRETEST

1. Instructor will observe in trainee's center checking off items #5, #15 and #17 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee and instructor will have post-observation conference discussing results of Checklist and use of LM-J by trainee. (1 hr.)

KNOWLEDGE

3. Trainee will meet with instructor to discuss answers to Question Sheets 1-J, 2-J, 3-J (1 hr.)

PROCESS

4. Trainee will meet with instructor to discuss results of child assessment and show card file of activities and equipment. (2 hrs.)

PRODUCT

5. Instructor will observe in trainee's classroom and playground during a large motor activity, checking off items #5, #15 and #17 on the Checklist of Classroom Competencies. (2 hrs.)

6. Trainee and instructor will meet for post-observation conference to discuss results of Checklist and to determine if module is completed to their mutual satisfaction according to the objectives. (1 hr.)

Field Trainer Record

1. Trainee performance evidence for Specific Objectives:

Objective 1: _____

Objective 2: _____

Objective 3: _____

Objective 4: _____

Objective 5: _____

2. General Objective of LM-J was accomplished. Yes _____ No _____

3. Additonal activities are necessary for the completion of LM-J. (please list)
Yes _____ No _____

a. _____

b. _____

c. _____

4. Recommend that two hours undergraduate credit be granted to trainee:
Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of LM-J.

Field Trainer's Signature _____ Date _____

QUESTION SHEET 1-J

(Based on Play and Playthings for the Preschool Child, Chap. 6)

1. Why should kids have a change to climb?
2. What kinds of indoor climbing equipment can you buy?
3. What kinds of equipment could you use if you can't affort to buy a climber?
4. What equipment promotes the skill of balancing?
5. What is the main objection to most swings? How can you overcome this?
6. What features should you look for in slides?
7. Are rocking boats a valuable piece of equipment? What about rocking horses?
8. Which of the wheeled vehicles seems most valuable?
9. What kind of indoor equipment can be used for a number of activities?

QUESTION SHEET 2-J

(Based on Use of Large Muscle Play Equipment and A Nursery School Handbook. pp. 50-53.)

1. How can unit blocks promote large motor skills?
2. How can hollow blocks be used?
3. What is the best kind of transportation equipment for the classroom?
4. For large pieces of equipment, what is the most crucial element?
5. What can triangles be used for?
6. How should the outdoor playground be arranged?
7. Which of the pieces of equipment on pp. 50-51 do you have on your playground?
8. How does your equipment comply with the suggestions given?
9. What kinds of equipment could you make yourself or provide for little money for your playground?

****

QUESTION SHEET 3-J

(Based on multi-media kit "Outdoor Activities and Equipment")

1. Why do kids need outdoor activities every day?
2. How can you take kids outside when it's raining?
3. What outdoor activities should your kids experience?
4. What safety factor should you consider with a "climber"?
5. What kinds of climbing equipment can you provide for little or no money?
6. What safety factor should you consider with a swing?
7. What kind of slide would you prefer for your playground?
8. What should you do if you only have one trike?
9. If you had the money to equip your own playground, how would you do it?
10. What would you do if you had only a macadam area or a playground?
11. How do you provide for dramatic play on your playground?
12. What free materials could you use outside to promote large motor skills?

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ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE K (45 hrs.)

SPEAKING AND LISTENING SKILLS

General Objective: To help my children improve their speaking and listening skills.

Specific Objectives:

1. To acquire a knowledge of the process of language acquisition in a child.
2. To learn what specific developmental and environmental factors may hinder or retard a child's language development.
3. To be able to assess informally individual children's language and auditory abilities in the areas of: language production, articulation, communication; and in sound identification and discrimination.
4. To be able to plan and carry out activities which will help improve individual children's language and auditory abilities as determined by the informal assessment in Objective #3.

Resources:

1. Multi-media kit (slides/tape) "The Child Talks" Elmira College GTLC.
2. Booklet: Project Head Start Speech Language and Hearing Program Washington, D. C. : Superintendent of Documents (Stock No. 1792-00010: $.70), 1973.
3. Multi-media kit: "Helping Young Children Develop Communication Skills" Elmira College GTLC
4. Book: Guiding the Learning Process, Grand and Gold, New York: Harper & Row Publishers, 1973.

Learning Activities:

1. Use multi-media kit "The Child Talks"
   a. Answer question sheet 2-K (3 hrs.)
2. Read Project Head Start Speech, Language & Hearing Program
   a. Answer question sheet 1-K (3 hrs.)

3. Assess the speaking and listening abilities of each child in your group using the Child Involvement Checklist items 15 and 16. (15 hrs.)

4. Use multi-media kit "Helping Young Children Develop Communication Skills"
   a. Answer question sheet 3-K (3 hrs.)

5. Read: Guiding the Learning Process, pp. 98-115
   a. Make a card file of speaking and listening games and activities which can be used with the specific individual children who need help (according to your assessment)
   b. List children's names on appropriate cards (10 hrs.)

Assessment

PRETEST

1. Trainer will write answers to Speaking and Listening Skills Pretest (2 hrs.)

KNOWLEDGE

2. Trainee will discuss answers of Pretest with trainer; and then discuss use of LM-K (1 hr)

3. Trainee will meet with trainer to go over answers to Question Sheets 1-K, 2-K, and 3-K (2 hrs.)

PROCESS

4. Trainee will meet with trainer to discuss results of child assessments and proposed language activities on cards. (2 hrs.)

OUTCOME

5. Trainer will observe trainee's class using as post-tests Checklist of Classroom Competencies, items 20, 21, 22, & 23 and Child Involvement Checklist, items 15 and 16. (3 hrs.)

6. Trainee and trainer will meet for post-observation conference, going over Checklist items and determining if module is completed to their mutual satisfaction according to the Objectives. (1 hr.)

Field Trainer Record

1. List trainee performance for each Specific Objective:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

2. General Objective of Lm-K was accomplished. Yes _____ No _____

3. Additional activities are necessary for completion of LM-K. (please list)
   a. _____ Yes _____ No _____

   b. _____

   c. _____

4. Recommend that 2 hrs. undergraduate credit be granted to trainee.
   Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of LM-K.

Field Trainer's Signature _____ Date _____

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QUESTION SHEET 2-K

(Based on Multi-media kit "The Child Talks")

1. What ages and stages do kids go through from birth to age four as their language develops?
2. Why is it important to talk to babies?
3. Why is it important to read to babies?
4. What areas of language development should we look at when we assess the kids' language skills?
5. Why do we need to assess each child's speaking and listening skills?
6. How can you help a non-verbal child?
7. What is the teacher's primary role in developing language skills in the classroom?
8. What kinds of games can you play to help kids develop listening skills?
9. What speaking and listening skills were being practices in the winter village activity?
10. What ideas gained from this slide-tape can you use in your classroom?

QUESTION SHEET 1-K

Communication Skills — Speaking and Listening

(Based on booklet "Project Head Start, Speech, Language and Hearing Program")

1. What are some of the reasons children sometimes have trouble learning communication skills?
2. What stages of development do kids go through in learning to speak?
3. How can an early childhood program help children improve their ability to talk?
4. What influence does the child's environment have on his learning to talk?
5. What kinds of physical handicaps may interfere with the child's ability to talk? How?
6. What kinds of speaking skills are promoted in a Head Start program?
7. What kinds of listening skills are promoted?
8. What is one of the important goals for the Head Start speech, language and hearing program?

9. What is the parent's role in helping their children communicate effectively?

10. How can parents be helped to understand their role?

11. Where should a teacher start with her language development program?

12. What activities and experience can a teacher provide to promote a child's practice in oral language?

13. What activities and experiences can a teacher provide to promote the cevelopment of a child's vocabulary?

14. What kinds of concepts should a teacher promote? How?

15. How can a teacher help a child develop sentence patterns?

16. How can a teacher help children learn speech sounds?

17. What is the controversy surrounding "black speech"?

18. What ten language activities are important for adults to carry out in order to promote kids language development?

QUESTION SHEET 3-K

(Based on slide-tape set "Helping Young Children Communicate" 1 carousel; 1 tape cassette)

1. How can the classroom setting encourage communication?

2. What should be done about noisy activities?

3. How does family-style eating encourage communication?

4. How can the changing of pictures, photos, or other classroom elements help promote communication?

5. How does the placing of pictures at a child's eye level help stimulate communication?

6. How do community visits or field trips promote communication?

7. What is the role of art activities in promoting communication?

8. How can outdoor activities be planned around language development?

9. What are 5 specific things a teacher can do to promote a child's language development?

10. What are open-ended questions? Give an example.

11. How can you help children learn words that describe?

12. What word games can you play with kids?

13. Why should you write down kids stories?

14. Why should you not say "shhh" or "be quiet" when kids are noisy? What should you do?

CDA TRAINING PRETEST

SPEAKING AND LISTENING

Listening

1. Before children can hear differences in speech sounds, they must learn to listen and to hear differences in sounds of all types. A good place to begin with pre-school kids is:

2. Some of the kinds of sounds the children might try to idenfify are:

3. What activity might a teacher provide to help children tell the difference in sounds?

4. What kind of game might a teacher introduce to help children tell how sounds are alike?

5. What are 4 kinds of speaking activities in the classroom that might promote a child's listening skills?

6. What are 4 things a teacher can do to set a good listening example herself in the classroom?

7. What are 4 ways a child's name can be used to promote his listening skills?

8. How frequently should books be read to individual children? How frequently to groups?

9. What preparation should the teacher make before reading a story to a group?

10. Name four books your children enjoy.

11. Name 4 authors of books for preschool children.

12. How can a teacher help children to listen and focus their attention on the book she is reading?

Speaking

13. What are 4 ways a teacher can set a good speaking example in the classroom?

14. How can a teacher show a child she accepts his language?

15. When should new words be introduced to a child?

16. What are four classroom activities that can promote a child's spontaneous language?

17. How can a child's use of language be promoted at mealtimes?

18. How can field trips promote a child's language facility?

19. When should a teacher correct a child's pronunciation?

20. How can devices such as tape recorders be used to promote children's language facility?

21. How can young children's intense interest in "word play' be used to promote their speaking ability?

22. How can children be encouraged to communicate with one another in the classroom?

23. What is one thing a teacher can do to help a child who speaks baby-talk?

24. What is one thing a teacher can do to help a non-verbal child?

25. What are four characteristics of a child's speech that a teacher should consider when she assesses a child's language ability?

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ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE L (45 hrs.)

DAILY PROGRAM PLANNING

General Objective: To plan a daily program for my class which provides for the needs of the group as well as the needs of individual children.

Specific Objectives:

1. To translate the goals of my program into specific daily activities.
2. To incorporate the needs and interests of individual children into my daily planning.
3. To determine which activities should be available daily; when; for how long; and to put this into practice in my classroom.
4. To balance active and quiet activities, indoor and outdoor play, large and small motor activities, teacher-directed and independent child activities in my daily program in a sequence clear to children.
5. To put into practice various transition activities.
6. To deal with routines in the daily schedule so that children understand them clearly and gain from them as a learning experience.

Resources:

1. Multi-media kit School Beginnings, the First Weeks, Elmira College, GTLC.
2. Head Start "Rainbow Series" Daily Program III, booklet.
3. Book, Guiding the Learning Process, Grand and Gold, Harper & Row, Chap. 11, pp. 173-177.
4. Book, A Nursery School Handbook, Green and Woods, Sierra Madre, Calif. pp. 31-47.

Learning Activities:

1. Use multi-media kit School Beginnings, The First Weeks
   a. Answer question sheet 1-L (2 hrs.)

2. Read Daily Program III
   a. Answer question sheet 2-L (2 hrs.)

3. Read Guiding the Learning Process, Chap. 11 and Nursery School Handbook, pp. 31-47.
   a. Answer question sheet 3-L (2 hrs.)

4. Assess all children in your classroom according to item #1 on Child Involvement Checklist. (5 hrs.)

5. Write out a daily program plan for your classroom for a week, using your learning and including:
   a. A general objective for each day.
   b. Several specific objectives, including at least two specific objectives for individual children
   c. Time blocks, including daily routines
   d. Activities available during time blocks
   e. Transition activities between time blocks

   Use this plan in your classroom (8 hrs.)

6. Make a card file of 15 transition activities and use two of them in your classroom. (4 hrs.)

7. Visit another preschool program or class.
   a. Write out the daily schedule you observed, including the elements in #5. (4 hrs.)

Assessment:

PRETEST

1. Instructor will visit classroom of trainee, checking off #14 and #16 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee will do self-evaluation checking off #14 and #16 on Checklist of Classroom Competencies (1 hr.)

3. Instructor and trainee will meet to discuss Checklist results and use of LM-L by Trainee. (2 hrs.)

KNOWLEDGE

4. Trainee and instructor will meet to discuss answers to question sheets 1-L, 2-L and 3-L. (3 hrs.)

PROCESS

5. Trainee and instructor will meet to discuss child assessments, daily plans, and instructor will observe/participate during one day's application of plan. (5 hrs.)

6. Trainee will show card file of transition activities and daily schedule observed in another class to instructor and discuss them. (2 hrs.)

PRODUCT

7. Instructor will visit classroom of trainee checking off items #14 and #16 on Checklist of Classroom Competencies. (1 hr.)

8. Trainee and instructor will have post-observation conference to determine if LM-L is completed to their mutual satisfaction according to the objectives. (2 hrs.)

Field Trainer Record:

1. Trainee performance evidence for Specific Objectives:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

   Objective 5: _____

   Objective 6: _____

2. General Objective of LM-L was accomplished: Yes _____ No _____

3. Additional activities are necessary for the completion of LM-L: (please list)
   a. _____ Yes _____ No _____

   b. _____

   c. _____

4. Recommend that two hours undergraduate credit be granted to trainee:
   Yes _____ No _____

5. Recommend that grade of ____ be given to trainee for completion of the Learning Module.

Field Trainer's Signature _____ Date _____

QUESTION SHEET 1-L

(Based on multi-media kit School Beginnings, the First Weeks)

1. What is this teacher's goal for the year?
2. What can the teacher learn from the child's "arrival?"
3. Make a list of all the "transition" activities and games used during the day in in this program.
4. How are materials used in this program?
5. How does the teacher feel about total group activities?
6. What activities are available every day for the children?
7. How is cleanup handled?
8. How is conflict (discipline problems) handled?
9. Make a lesson plan outlining the daily activities that have occurred in this class.

QUESTION SHEET 2-L

(Based on Daily Program III)

1. How does the daily planning as described in this booklet differ from yours?
2. What happens during the work-play activity period described here?
3. What can be gained by children through block building?
4. How should letters and numerals be presented?
5. What kinds of math concepts should be introduced?
6. What is the most important ingrediant for successful music experiences with young children?
7. What are transitions?
8. What kinds of experiences are important for a child to have in outdoor play?
9. What important conditions are necessary for successful, happy mealtimes?
10. What can you do to make naptime a good time for all?

****

QUESTION SHEET 3-L

(Based on Guiding the Learning Process and Nursery School Handbook)

1. With a nursery or pre-kindergarten class how far ahead should you plan? Why?
2. What are the advantages of long-range plans?
3. What kinds of central themes are used to tie long-range plans together?
4. How can you do long-range planning and still meet the needs of individual children?
5. What are routines?
6. What is the difference for the child between routines and play?
7. What can you do to make routines easier for children to accept?
8. How can you make health inspections easier when a child is conditioned against doctors?
9. What are some guidelines to remember when making a daily schedule?
10. How can you know when a child is tired?
11. How can you prevent fatigue in children?
12. Why is it important to have established periods for toileting?
13. What are some things to remember about attitudes toward toileting?
14. What can you do to make the washing routine easier?
15. What are the two methods for serving juice?
16. What are guidelines to remember at mealtime?
17. What can you do if children do not behave well at mealtime?

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ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE M (45 hrs.)

SMALL MOTOR COORDINATION

General Objective: To help my children improve their small motor coordination by determining what their needs are and providing the materials and activities necessary.

Specific Objectives:

1. To be able to discuss how small motor coordination affects intellectual development in children.
2. To assess each child's small motor abilities.
3. To learn which materials and activities promote particular fine motor skills.
4. To make and use a piece of manipulative equipment in my classroom.
5. To arrange my manipulative area so that children can improve their small motor coordination on their own.
6. To help a non-participating child become involved with block-building.

Resources:

1. Multi-media kit (slides/tape) "Small Motor Coordination." Elmira College, GTLC
2. Book, Montessori on a Limited Budget
3. Book, Play and Playthings for the Preschool Child, Matterson, Penguin Books, Baltimore, 1967.
4. Ditto, Blockbuilding, NYU Head Start Training.

Learning Activities:

1. Use multi-media kit "Small Motor Coordination"
   a. Answer question sheet 1-M (3 hrs.)
2. Read Play and Playthings for the Preschool Child, Chap. 8 "Developing Manipulative Skill"
   a. Answer question sheet 2-M (2 hrs.)

3. Make an assessment of each child in your group, checking off items #2 and #6 on the Child Involvement Checklist. (15 hrs.)

4. Read Montessori on a Limited Budget
   a. Make a card file of small motor materials you can make plus the skills they promote. (5 hrs.)
   b. Make and use one of these materials with your kids. (5 hrs.)

5. Rearrange your manipulative area so that it complies with item #6 in Checklist of Classroom Competencies (3 hrs.)

6. Read Blockbuilding
   a. Be prepared to discuss any new ideas you gained. (1 hr.)
   b. Put some of the ideas to use by helping a non-participating child become involved in blockbuilding. (2 hrs.)

Assessment

PRETEST

1. Instructor will observe in trainee's classroom checking off items #2 and #6 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee will meet with instructor for post-observation conference to discuss results of checklist and use of LM-M by trainee. (1 hr.)

KNOWLEDGE

3. Trainee will meet with instructor to answer question sheets 1-M and 2-M (1 hr.)

PROCESS

4. Trainee will show instructor results of child assessment, card file and piece of equipment, and discuss how to use new blockbuilding ideas. (2 hrs.)

PRODUCT

5. Instructor will observe in trainee's class during work-play period, checking off items #2 and #6 on Checklist of Classroom Competencies. (2 hrs.)

6. Trainee and instructor will have post-observation conference to discuss results of Checklist and determine whether LM-M was completed to mutual satisfaction of both. (1 hr.)

Field Trainer Record

1. Trainee performance evidence for Specific Objectives:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

   Objective 5: _____

   Objective 6: _____

2. General Objective of LM-M was accomplished: Yes _____ No _____

3. Additional activities are necessary for the completion of LM-M: (please list)
   Yes _____ No _____

   a. _____

   b. _____

   c. _____

4. Recommend that two hours undergraduate college credit be granted to trainee
   Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of LM-M.

Field Trainer's Signature _____ Date _____

QUESTION SHEET 1-M
(Based on multi-media kit Small Motor Coordination)

1. What do we mean by small motor coordination?
2. What does Montesori mean when she says, the hands are "the instruments of mean's intelligence?"
3. What is the teacher's role in the child's sensory-motor development?
4. How can "dressing frames" be used for this development?
5. Which of the Montesori Daily Living Exercises have you used in your class? Which would you like to use in the future?
6. How can cooking promote small motor coordination?
7. Where should you keep the manipulative materials available to your class?
8. What should your manipulative area look like?
9. What other classroom activities promote small motor skills?
10. Which of the Montessori Sensorial Materials would you want to use?
11. Why should blocks be stored lengthwise on shelves?
12. How do you get kids started in blockbuilding?
13. What other blockbuilding ideas did you get from this film?

QUESTION SHEET 2-M
(Based on Play and Playthings for the Preschool Child, Chap 8.)

1. Why are colors in blocks not a help?
2. How can you make blocks?
3. How can beer cans be used?
4. What are the criteria for a good construction toy?
5. If you don't have any one-action toys, what could you give a child instead?
6. What criteria should you consider before buying matching games?
7. How can you make a puzzle for your class?
8. What skills are practiced by using "templates" (stencils)?
9. What kinds of fastening equipment could you make?

ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE N (45 hrs.)

CREATIVE EXPRESSION: MUSIC

General Objective: To involve my children happily in musical experiences by becoming happily involved myself.

Specific Objective:

1. To involve my children in the fun of making their boding to rhythms and to music.
2. To sing with the children informally at appropriate times during the day.
3. To make and use rhythm instruments in fun ways.
4. To involve the children in listening to a variety of musical experiences.

Resources:

1. Booklet, Using Music with Head Start Children, Griffin, ERIC Clearinghouse, Urbana, Ill., 1968.
2. Book, Guiding the Learning Process, Grand and Gold, Harper & Row, 1973.
3. Book, A Nursery School Handbook, Green and Woods, Sierra Madre, Calif., 1972.
4. Mulit-media kit, Fun in the Making, Elmira College, GTLC.
5. Ditto, Rhythm Instruments
6. Book, Creative Movement of the Developing Child, Cherry, Fearon Pub., Blemont, Calif., 1971.

Learning Activities:

1. Make an assessment of each of your children in the music area, by checking off item #8 on Child Involvement Checklist. (5 hrs.)
2. Read Using Music with Head Start Children
   a. Answer Question Sheet 1-N (2 hrs.)

3. Read Guiding the Learning Process, Chap. 8 "Music," and Nursery School Handbook, pp. 64-66.
   a. Answer Question Sheet 2-N (2 hrs.)

4. Read Creative Movement for the Developing Child
   a. Do one of the crawling, creeping, walking, running or jumping activities with your children.
   b. Do one of the kinesthetic awareness, resting or transition activities with your children at the appropriate time.
   c. Do spontaneous movement to recorded music with your children. (6 hrs.)

5. Use multi-media kit Fun in the Making
   a. Make two of the musical instruments suggested and put them to use with your class. (5 hrs.)

6. Make a card file of 20 simple songs you can sing with your kids such as nursery rhymes (Twinkle, Twinkle Little Star; A Tisket, A Tasket; Mary Had a Little Lamb; Sing a Song of Six Pence) or folk songs (Row, Row, Row your Boat; John Jacob Jingleheimer Schmidt; Skip to My Lou; The Little Indians; This Old Man; Michael Finnegan, etc.) List the words on the cards.
   a. Sing one of the new songs with your kids until they become familiar with it. (5 hrs.)

7. Make a card file of 10 familiar songs in which you can substitute a child's name. Write the correct name of the song and your own substitute words. (For example:)

   Song: "Frere Jacques"
   New Words: Here comes Sally,
   Here comes Sally,
   See her come,
   See her come,
   We are glad to see you,
   We are glad to see you,
   Come right in,
   Come right in,

   a. Use one of the new songs with your kids. (3 hrs.)

8. Bring into your class a variety of records and play them for the children to listen to at appropriate times.
   a. Make a list of the records you use and the children's reaction. (3 hrs.)

Assessment:
PRETEST

1. Instructor will visit trainee's class and check off item #8 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee and instructor will meet for post-observation conference and discussion of use of LM-N by trainee. (1 hr.)

KNOWLEDGE

3. Trainee will show results of child assessments to instructor and also discuss answers to Question Sheets 1-N and 2-N. (1 hr.)

PROCESS

4. Instructor will observe/participate in class during one of the movement games.

5. Trainee and instructor will meet for post-observation conference to discess activity. Trainee will also show instructor the 2 homemade instruments, the 20-card song file and the 10-card name-song file. (1 hr.)

PRODUCT

6. Trainee will do a second assessment of the children's musical involvement at end of Module by checking off again item #8 on Child Involvement Checklist. (5 hrs.)

7. Instructor will observe in trainee's class during musical listening activity. (1 hr.)

8. Trainee and instructor will meet for post-observation conference. They will discuss the pre- and post-assessment results to see if there is any change. Then they will deterime if LM-N is completed to their mutual satisfaction according to the objectives. (2 hrs.)

Field Trainer Record:

1. Trainee performance evidence for Specific Objectives:

   Objective 1:_____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

2. General Objective of LM-N was accomplished: Yes_____No_____

3. Additional activities are necessary for the completion of LM-N: (please list) Yes ____No _____

   a. _____

   b. _____

   c. _____

4. Recommend that two hours undergraduate college credit be granted to trainee: Yes_____No_____

5. Recommend that grade of _____ be given to trainee for completion of the Learning Module.

Field Trainer's Signature _____Date_____

QUESTION SHEET 1-N

(Based on booklet, Using Music with Head Start Children or ditto, Using Music with Young Children)

1. What is our primary job in using music with kids?
2. How can music benefit the kids?
3. Why should you probably not use the piano when doing musical activities with preschool kids even if you know how to play?
4. From p. 3 "Some Do's and Dont's"; list any idea that is new to you.
5. Should every child participate in the musical activity?
6. Why should beginning rhythm activities be done without melody?
7. How can parents be involved in their children's musical activities?
8. When should singing occur in your day? For how long?
9. What kinds of singing games can you play with the kids?
10. How can you make the listening experience interesting and exciting for kids?

****

QUESTION SHEET 2-N

(Basedon books Guiding the Learning Process and Nursery School Handbook.)

1. How can you expect the children in your class to react to music?
2. No every educator agrees that preschool music or rhythm should be a total group activity. How do you feel?
3. What kinds of spatial concepts can children explore through rhythm activities?
4. How can you create a certain mood with music?
5. How can you get children who are inhibited to move freely?
6. What musical games do your children enjoy most?
7. When should you schedule singing activities?
8. How do children learn new songs?
9. How should children learn to use the rhythm instruments?
10. What is the goal of music in the preschool according to Nursery School Handbook?
11. How can you use music outside on the playground?
12. What should you do if a child loses interest in the musical activity?

****

ELMIRA COLLEGE CDA TRAINING

Trainee_____Date_____

LEARNING MODULE O (45 hrs.)

HEALTH AND SAFETY

General Objective: To become familiar with health and safety factors which may affect my children in order to help them be their healthiest, and to prevent accidents.

Specific Objectives:

1. To look for the recognize signs of health problems in children in my class.
2. To deal appropriately with children with health problems.
3. To understand the role of other health workers in the program and to work cooperatively with them.
4. To help parents be effective in promoting their children's health and safety.
5. To recognize and correct any safety hazards in the classroom.

Resources:

1. Book, A Nursery School Handbook, Green and Woods, Sierra Madre, Calif., Part III "Routines" pp. 31-47.
2. Multi-media kit A total Health Program, Elmira College, GTLC
3. Multi-media kit Child Safety in the Home, Elmira College, GTLC

Learning Activities:

1. Read A Nursery School Handbook, pp. 31-47
   a. Answer Question Sheet 1-0 (3 hrs)
2. Use multi-media kit A Total Health Program
   a. Answer Question Sheet 2-0 (3 hrs.)
3. Use multi-media kit Child Safety in the Home
   a. Answer Question Sheet 3-0
   b. Show this film to a parent group; or somehow use the material presented with parents. (5 hrs.)

4. Make an assessment of each child in your class checking off item #14 on Child Involvement Checklist. (3 hrs.)

5. Make an informal health check of every child for a week as they come in the morning according to item #18 on Checklist of Classroom Competencies. Contact your nurse or health worker if any health problems are evident.
   a. Be ready to discuss which kinds of problems you are prepared to deal with and which ones the nurse takes care of. (5 hrs.)

6. Make a card file of 20 minor health problems that have or could occur in your class. List on each card:
   a. Name of health problem
   b. Symptoms
   c. Treatment
   d. By whom (3 hrs.)

7. Conduct a fire drill for your class or Center. Make sure everyone knows beforehand where to go and what to do. Time the drill.

8. Make a safety check of your room, making note of and then correcting such things as: broken furniture; steps without railings; windows without screens; exposed radiators or heaters or hot pipes; cleaning fluids for bathroom or kitchen left out; liquid spills on floor of classroom, hall, bathroom or kitchen; sharp corners of shelves or furniture in areas where children move quickly, etc. (3 hrs.)

9. Carry on a safety activity with a small group of your class on a topic such as burns, falls, cuts or poison.
   a. Visit the nurse in her office to see how she can help, or
   b. Visit the cook in the kitchen to see what safety measures she carries out. (2 hrs.)

10. Weigh and measures all the children in your class, a few at a time. Record the information where children can see it. (Chart, line, graph, body drawing) Repeat this in three months. Make sure children understand causes for healthy growth. (5 hrs.)

Assessment

PRETEST

1. Instructor will visit class, checking off items #13 and #18 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee and instructor will meet to discuss checklist results and the use of LM-O by trainee. (1 hr.)

KNOWLEDGE

3. Trainee will discuss with instructor the answers to Question Sheets 1-0, 2-0 3-0, as well as the child health assessment and health check. (2 hrs.)

PROCESS

4. Instructor will visit trainee during safety activity with children or parents. (2 hrs.)

5. Trainee will show instructor card file of health problems, fire drill results, children's weights and discuss safety check. (2 hrs.)

PRODUCT

6. Instructor will visit class and check off items #13 and #18 on Checklist of Classroom Competencies (2 hrs.)

7. Trainee and instructor will meet to determine if LM-O is completed to their mutual satisfaction according to the objectives. (1 hr.)

_____

_____

Field Trainer Record:

1. Trainee performance evidence for Specific Objectives:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

   Objective 5: _____

2. General Objective of LM-O was accomplished: Yes_____ No_____

3. Additional activities are necessary for the completion of LM-O:
   Yes _____No_____

   a. _____

   b. _____

   c. _____.

4. Recommend that two hours undergraduate college credit by granted to trainee:
   Yes_____No_____

5. Recommend that grade of _____ be given to trainee for completion of the Learning Module.

Trainer's Signature _____Date _____

QUESTION SHEET 1-0

(Based on A Nursery School Handbook, pp. 31-47)

1. Why is a health inspection of children necessary?
2. The nurse's inspection described is very thorough and quite formal. How does your Center's health inspection compare? Which seems better? Why?
3. What can you do if a child is afraid of the docotr?
4. How can you tell when children are tired?
5. How can fatique be prevented?
6. How can you help children get to sleep without a fuss?
7. How can you help prevent bed-wetting?
8. Why are adult attitudes important during toileting?
9. How can you help children accomplish the washing routine without a fuss?
10. What do children who have malnutrition often look like?
11. What should you do if a child will not eat all his food?
12. What should you do if children start throwing their food?

****

QUESTION SHEET 2-0

(Based on multi-media kit A Total Health Program)

1. What is a total health program?
2. How does the health director get community people involved?
3. What community health serveces should be available to your children? What ones really are in your community?
4. What are some of the major elements of a total health program?
5. How is the information kept up to date?
6. How do parents fit in?
7. How does the staff fit in?
8. What kinds of immunization should the children have?
9. Why is courteous health care important?
10. What should you do besides informing parents that their child needs a particular health care?
11. How can you inform parents about the health care available?
12. What subjects should be included in parent health education sessions?
13. What kinds of counseling are important?
14. What are a few health and safety measures you should always take?
15. When should parents participate?
16. What are some key questions you should ask yourself about your health program? What are your answers?

****

QUESTION SHEET 3-0

(Based on multi-media kit Child Safety in the Home)

1. Why do many babies die in the home every year?
2. Where in the home do most accidents happen to children?
3. How is bath time dangerous for babies?
4. What are some non-poisonous substances that can be just as dangerous to infants as poisons?
5. Where is the safest place in the home to leave your baby?
6. What danger must you be aware of once the infant has learned to grasp an object in his hand?
7. What is the danger of giving a baby a pill?
8. Once babies can crawl, what area in the house becomes especially dangerous for them?
9. What should you do with cords or electrical appliances to prevent injury to the child?
10. How can you prevent children from being burned on hot objects if you are unable to watch them every minute?
11. How can you prevent infants and young children from getting shocks from electrical outlets?
12. What do you do if you see an infant headed for trouble?
13. What kinds of household products have children been known to drink or eat which accidently poisoned them? How can you prevent this?
14. What is the danger of having lead-based paint in the home? How can you tell if a paint is lead-free?
15. Why is the tottler stage sometimes called the "age of accidents"?
16. What is the best way to keep toddlers away from harmful situations?
17. How can the toddlers' urge to imitate others get him into trouble?
18. Where should emergency phone numbers be kept, and what ones should be included?
19. In case of an accident how can you know what first aid measures to take if you've never studied first aid?

****

ELMIRA COLLETE CDA TRAINING

Trainee_____ Date_____

LEARNING MODULE P (45 hrs.)

PRESCHOOL MATH

General Objective: To become familiar with preschool math concepts in order to help my children learn them on an individual basis.

Specific Objectives:

1. To acquire a knowledge of preschool math concepts including: sorting and classifying, matching, counting, symbolization, measuring, recording, sequencing, and number operations.

2. To be able to assess the individual children's math ability on a continuing basis.

3. To be able to provide math materials and experience according to the individual child's needs and interests.

Resources:

1. Multi-media kit (slides/tape) "Preschool Math" Elmira College GTLC

2. Book, Guiding the Learning Process, Grand and Gold, Harper & Row, 1973.

3. Book, Play and Playthings for the Preschool Child, Beyer, Peguin, Blatimore, 1967.

Learning Activities:

1. Use multi-media kit "Preschool Math"
   a. Answer Question Sheet 1-P (3 hrs.)

2. Read Guiding the Learning Process, pp. 69-70; pp. 86-87; pp. 113-114; pp. 121-122.
   a. Answer Question Sheet 2-P (2 hrs.)

3. Read Play and Playthings for the Preschool Child, pp. 119-128
   a. Answer Question Sheet 3-P (2 hrs.)

4. Make an assessment of each child in your group. Record the information on her/his record cards, including ability in sorting and classifying, matching, counting, symbolization, measuring, recording, sequencing, and number operations. (20 hrs.)

5. Make a new math material for children who need help in a certain skill, according to your assessment, and apply it in your classroom. (5 hrs.)

6. Continue observing and recording your children in their math skills after they have been using your materials. (5 hrs.)

Assessment:

PRETEST

1. Instructor will visit trainee's class and check off items #9 and #24 on Checklist of Classroom Competencies.
   a. Instructor and trainee will meet for post-observation conference to discuss results of Checklist and use of LM-P. (3 hrs.)

KNOWLEDGE

2. Trainee will meet with instructor to discuss answers to Question Sheets 1-P, 2-P and 3-P (2 hrs.)

PROCESS

3. Trainee will meet with instructor to discuss results of child assessment and materials made to prompt math skills. (1 hr.)

OUTCOME

4. Instructor will visit trainee's class to observe individual children engaged in math activities. (1 hr.)

POSTTEST

5. Trainee and instructor will meet ofr post-observation conference to determine if module is completed to their mutual satisfaction according to the objectives. (1 hr.)

Field Trainer Record

1. List trainee performance for each Specific Objective:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

2. General Objective of LM-P was accomplished. Yes _____ No _____

3. Additional activities are necessary for completion of LM-P. (please list)
   a. _____ Yes _____ No _____

   b. _____

   c. _____

4. Recommend that 2 hrs. undergraduate credit be granted to trainee.
   Yes _____ No _____

5. Recommend that grade of _____ by given to trainee for completion of LM-P.

Field Trainer's Signature _____ Date: _____

****

QUESTION SHEET - P

(Based on multi-media kit "Preschool Math")

1. What are the math skills preschool children should be involved with?

2. How can the teacher find out what math concepts each individual child knows and which ones she/he does not know?

3. What sorting and classifying activities can individual children do in your classroom?

4. What new matching games might the children play?

5. What kinds of teacher-made matching games would you like to make for your class?

6. What does counting really mean for preschool kids?

7. What kinds of games or activities can you provide to help kids improve counting skills? How would you do it?

8. How should you introduce number symbols that the kids do not know?

9. What kind of things should kids be learning about "time"? How could they do it?

What kinds of sequencing activities could you provide?

****

QUESTION SHEET 2-P

(Based on reading: Guiding the Learning Process, pp. 69-70, 86-87; pp. 113-114; pp. 121-122)

1. What kinds of materials could you have in a classroom math center?
2. How can you set up the math center so that children will have problems to solve on their own?
3. How can your observations of individual children help them develop math concepts?
4. How can you use the calendar to help kids understand time?
5. What math concepts can kids learn through cooking?
6. What can individual children do in a certain cooking activity to help improve their skills? (Give specific example)

******

QUESTION SHEET 3-P

(Based on reading Play and Playthings for the Preschool Child, pp. 119-128)

1. What criteria should you use to help you decide what matching games to buy for your class?
2. What matching games might you make for your class?
3. What criteria should you use for selecting jigsaw puzzles?
4. What sorting games do you have in your classroom now?
5. What kinds of sorting games might you add to this collection?
6. What kinds of counting materials might you make available to your children?

****

ELMIRA COLLEGE CDA TRAINING

Trainee_____ Date: _____

LEARNING MODULE Q (45 hrs.)

DISCIPLINE AND SELF-CONTROL

General Objective: To help children develop control over their own behaviorj through my attitude and behavior toward them.

Specific Objectives:

1. To set the atmosphere of my classroom in a positive manner by accepting the children as they are and showing both respect and concern for their attitudes and feelings.

2. To ppovide acceptable outlets for children's frustrations, aggression and disruptive behavior.

3. To encourage children to put their negative feelings into words.

4. To establish necessary limits (such as: not hurting anyone), and enforcing them with firrmness and consixtency, not harshness.

5. To eliminate much disruptive behavior by advanced planning, preparation, and arranging of the environment.

Resources:

1. Book, Guiding the Learning Process, Grand and Gold, Harper & Row, 1973.

2. Booklet, Discipline and Self-Control, Galambos, Project Head Start, 1970.

3. Film Discipline and Self-Control, Elmira College, GTLC.

4. Multi-media kit Discipline, Elmira College, GTLC.

Learning Activities:

1. Make a list of all the children in your class. After each name write down as frankly and honestly as possible what you like about the child and why; also write what you dislike about the child and why. Then write your reaction to the child in the classroom. For example:

   Mary

   LIKE: her quiet way of playing; WHY: I like quiet children. DISLIKE: her uncleanliness; WHY: I dislike dirtiness.

   MY REACTION IN CLASS: I leave her alove whanever possible.

Brian
LIKE: when he gives me a hug; WHY: I like children to be affectionate.
DISLIKE: his temper tantrums WHY: he often disrupts the whole class when he doesn't get his way

When you are finished, go back through the list and ask yourself two questions:
1))Are my own feelings about the child influencing my behavior toward her/him?
2) If I change my feelings or behavior toward a child, will the child's behavior change?

Then try out a change of behavior on your part and see what happens with the child. (Keep this list private and review it again at the end of this module.)
(5 hrs.)

2. Read Guiding the Learning Process, Chap. 9, "Discipline and Guidance".
   a. Answer Question Sheet 1-Q (3 hrs.)

3. Read booklet or view film Discipline and Self-Control
   a. Answer Question Sheet 2-Q (3 hrs.)

4. Use multi-media kit Focus on Discipline
   a. Answer Question Sheet 3-Q (3 hrs.)

5. Jot down on file cards ten examples of misbehavior that occur in your class during one week. Include the following information:
   a. What happened
   b. Name of principle child involved
   c. The cause, if known
   d. Your reaction, action
   e. What happened as a result of your reaction/action. (5 hrs.)

6. Become involved on a one-to-one basis with five of the children whose names appear on the cards in #5, in activities that will help them release negative feelings in words. For instance, involve them in talking about pictures you bring in of people showing negative emotions; or read them a book along the same lines, such as "I have Feelings", or "the Hating Book," or "Best Friends," of "Let's Be Enemies," and discuss how the children felt in these situations, and what they did about it. Record these activities and each child's reaction on the cards for #5. (5 hrs.)

7; Bring an activity or material into the classroom which will give children an outlet for negative feelings, such as a stuffed pillow punching bag. (3 hrs.)

8. Make a list of the limits or rules used in your room. Be prepared to discuss which ones you've had to enforce recently and how you did it. (1 hr.)

9. Set up an area of the classroom in advance so that children can regulate themselves. Put out a certain number of materials, the same number of chairs (or spaces) and a number symbol so that kids know how many can participate. Have extra materials available in the same area where kids can get it themselves. Observe and record how kids regulate their own behavior. (5 hrs.)

Assessment

PRETEST

1. Instructor will visit trainee's classroom and check off items #35 and #36 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee will make self-evaluation of classroom by checking off items #35 #36 on Checklist of Classroom Competencies. (1 hr.)

3. Instructor and trainee will meet for post-observation conference to discuss results of 2 checklists and use of LM-Q by trainee. (1 hr.)

KNOWLEDGE

4. Trainee and instructor will go over results of Question Sheets 1-Q, 2-Q. They will also discuss what changes the trainee has made in her own attitude and/or behavior as a result of the "like-dislike assessment." (2 hrs.)

PROCESS

5. Trainee and instructor will meet to discuss 10 file cards, 5 child-feelings activities, the outlet for negative feelings which trainee is providing, and classroom limits being used and enforced. (2 hrs.)

PRODUCT

6. Trainee will review "like-dislike assessment" to see if there are any changes in children or trainee. (1 hr.)

7. Instructor will observe in class during set-up of self-regulating area, checking off items #35 and #36 of Checklist of Classroom Competencies. (2 hrs.)

8. Trainee and instructor will meet for post-observation conference to determine if LM-Q is completed to their mutual satisfaction. (1 hr.)

Field Trainer Record:

1. Trainee performance evidence for Specific Objectives:

   Objective 1: -__-_____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

   Objective 5: _____

2. General Objective of LM-Q was accomplished. Yes_____No _____

3. Additional activities are necessary for the completion of LM-Q. (please list)
   a. _____ Yes_____No_____

   b. _____

   c. _____

4. Recommend that two hours undergraduate college credit be branted to trainee:
   Yes_____No_____

5. Recommend that grade of _____ be given to trainee for completion of the LM-Q.

Field Trainer's Signature_____Date: _____

QUESTION SHEET 1-Q

(Based on book, Guiding the Learning Process, Chap. 9 "Discipline and Guidance")

1. How do you, the teacher, establish the atmosphere of the classroom?
2. Do you feel that the troublesome child is rebelling against you? What, then?
3. How can the teacher's voice affect the children's behavior?
4. How can you decide what rules to set?
5. Why should make sure children know the reasons for a rule?
6. How can you make sure rules are followed? If you can't make sure, what should you do?
7. What should you do about non-conforming behavior?
8. How should you deal with negative attention-getting behavior?
9. How can you express your approval in ways other than words?
10. When should you intervene and stop unacceptable behavior?
11. How can you intervene so that the child learns from the experience?
12. When do you separate a child from the others" Where do you put her/him?
13. What should the separated child be doing while she/he is away from the others?
14. When can the child rejoin the class?
15. What is the role of the educational assistant when misbehavior occurs?

QUESTION SHEET 2-Q

(Based on Booklet or film Discipline and Self Control)

1. What is "good discipline"?
2. What kind of child behavior often results if the teacher is harch? If the teacher is weak?
3. What is the "key" to good discipline in the classroom?
4. How can you show respect and interest in the children?
5. How can a teacher's behavior set an example for the children with regard to materials?
6. How can advance classroom preparation prevent behavior problems in children?
7. What specific things can you do with your housekeeping corner to encourage good behavior?
8. How can the curriculum help prevent discipline problems?
9. What is the head teacher's role in regard to supervision?
10. How can "transitions" prevent problem behavior?
11. What kinds of rules should you make? How will the children know them?
12. How can room arrangement prevent discipline problems?
13. What do you do when troubles arise and rules are broken?
14. What do you do when two children start fighting?
15. What if the child is too upset to listen to the teacher?
16. What is the child kicks and tries to hit the teacher?
17. Why is harch discipline harmful to children in a preschool program?
18. Why weak discipline harmful.
19. What can you do with an extremely difficult child like Eddie?

****

QUESTION SHEET 3-Q

(Based on multi-media kit Focus on Discipline)

1. How can a carefully planned classroom help children avoid discipline problems.
2. How is a good self-image a part of discipline?
3. How can the teacher or aide's modeling behavior help build a child's self-control?
4. What should the teaching staff do about the preschool child's many mistakes?
5. What should you do to prevent discipline problems from happening?
6. How should our directions to a child be worded?
7. Way is timing important in working out behavior problems?
8. Why is teamwork an essential element of good discipline?
9. What kinds of rules should you have in a classroom?
10. What should you do when problem behavior such as hitting occurs?
11. When should threats and shaming be used?

****

ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE R (45 hrs.)

PRE-READING SKILLS

General Objective: To become acquainted with the pre-reading skills in order to help prepare my children for eventual success in learning to read.

Specific Objectives:

1. To be able to discuss with understanding the important of a child's auditory discrimination, visual discrimination, motor skills, eye-hand coordination, speaking and listening skills, recognition of printed symbols and book experience as important prerequisites to later success in learning to read.

2. To assess each child in my group in the pre-reading auditory and visual skills, communication skills, and book experience.

3. To make a collection of at least 10 games that will promote pre-reading skills and to put one or more into use with an individual or small group.

4. To make a collection of at least 15 ideas for using written symbols in the classroom and put three of them in to use.

Resources:

1. Book, Guiding the Learning Process, Grand and Gold, Harper & Row, 1973.

2. Multi-media kit (slide/tape) Before Reading and Writing. Elmira College, GTLC.

Learning Activities:

1. Read Guiding the Learning Process, Chap. 6; "Language Arts Experiences" pp. 101-115
   a. Answer Question Sheet 1-R (2 hrs.)

2. Use multi-media kit "Before Reading and Writing"
   a. Make a list of all the classroom activities demonstrated in this film which help children improve pre-reading skills; indicate the skill after each.
   b. Answer Question Sheet 2-R (3 hrs.)

3. Make an assessment of each child's pre-reading skills by checking off items #3, #6, #15 and #16 on Child Involvement Checklist. (15 hrs.)

4. Make a card file of 10 or more games to promote certain pre-reading skills (note skills on each)
   a. Put one or more games to use with individual child or small group according to their assessed needs. (5 hrs.)

5. Make a card file of at least 15 ideas for using written symbols in the classroom.
   a. Put three of these ideas into use. (5 hrs.)

6. Set up an area of your room for kids to practice pre-writing and writing skills.
   a. Keep a written record of this activity area for 5 days, noting which children use it and how. (h hrs.)

Assessment:

PRETEST

1. Instructor will visit trainee's class checking off items #3, #19 and #24 on Checklist of Classroom Competencies. (2 hrs.)

2. Trainee and instructor will meet for post-observation conference and discussion of use of LM-R by trainee. (1 hr.)

KNOWLEDGE

3. Trainee will discuss with instructor answers to Question Sheets 1-R and 2-R and results of Child Involvement Checklist. (1 hr.)

PROCESS

4. Instructor will visit class to observe use of written symbols and/or writing area. (2 hrs.)

5. Trainee and instructor will have post-observation conference to discuss activity and card files. (1 hr.)

PRODUCT

6. Instructor will visit class, checking off items #3, #19 and #24 on Checklist of Classroom Competencies. (2 hrs.)

7. Trainee and instructor will meet to discuss results of Checklist and whether LM-R is completed to their mutual satisfaction. (1 hr.)

Field Trainer Record:

1. Trainee performance evidence for Specific Objectives:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

2. General Objective of LM-R was accomplished: Yes _____ No _____

3. Additional activities are necessary for the completion of LM-R: (please list)
   a. _____ Yes _____ No _____

   b. _____

   c. _____

4. Recommend that two hours undergraduate college credit be granted to trainee:
   Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of the Learning Module R.

Field Trainer's Signature _____ Date:_____

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QUESTION SHEET 1-R

(Based on book Guiding the Learning Process, pp. 101-155)

1. What is the great danger in beginning formal teaching of reading with four- and five-year olds?
2. What kinds of activities should precede the formal teaching of reading?
3. Why should games be used to help promote pre-reading skills?
4. When are children finally ready to have experiences with the alphabet?
5. What kinds of alphabet experiences should they have?
6. How can young children develop an awareness that spoken words have written symbols?
7. How can photographs be used to help children become aware of written symbols?
8. What kinds of labels might you use in your class to promote symbol awareness?
9. What is the value of experience charts?
10. How can calendars be used to promote symbol awareness?
11. What experiences are necessary to promote childrens' prewriting skills?
12. What kinds of writing experiences might children have in preschool programs?

****

QUESTION SHEET 2-R

(Based on multi-media kit Before Reading and Writing)

1. How is reading presented in the Center?

2. What kinds of books should you have in your Center?

3. How can the concept of symbolization by introduced to children?

4. If the child is to approach the difficult task of learning to read in a positive way, what two good feelings does he need?

5. How can art promote pre-reading skills?

6. How can a child's attention span be developed?

7. What is the adult's role in the child's learning?

8. What should be the goal of the early childhood program?

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ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE S (45 Hrs.)

INDIVIDUAL CHILD WITHIN THE GROUP

General Objective: To learn that each child in my group is a unique individual with special needs and to learn to meet these individual needs while helping children to function within the group.

Specific Objectives:

1. To discuss with understanding the ways and reasons that chilsren are different.
2. To assess the individual needs of two children in my group.
3. To make specific plans with my staff for meeting the individual needs of these children.
4. To discuss with understanding the ways to encourage a child's growth from an individual to a group member.
5. To plan games and activities to encourage group play and cooperation.

Resources:

1. Multi-media kit Who Am I? Elmira College, GTLC
2. Multi-media kit The Child With Others, Elmira College, GTLC.
3. Pamplet, The Individual Child, Caring for Children Series, No 7, Dept. HEW, Office of Child Dev.
4. Pamphlet, From I to We, Caring for Children Series, No. 8, Dept. HEW, Office of Child Dev.

Learning Activities:

1. Use multi-media kit Who Am I?: read pamphlet The Individual Child
   a. Answer Question Sheet 1-S
   b. Be prepared to discuss the ideas on individual differences with your instructor. (3 hrs.)

2. Use multi-media kit The Child With Others: Read pamphlet From I to We
   a. Answer Question Sheet 2-S
   b. Be prepared to discuss the ideas presented with your instructor (3 hrs.)

3. Choose two children in your classroom. Assess each of these children in all areas using Child Involvement Checklist. (4 hrs.)

4. Using the results of the Checklists for these two children, make up 3-4 goals for them based on their individual needs. Then plan 3-4 specific activities for your classroom to help the child accomplish each goal. The activities may be for one child or may include the group. (3 hrs.)

5. Meet with your classroom staff to discuss the assessments and plans you have made for these children. Carry out the activities in the classroom with the aid of your staff. (8 hrs.)

6. Re-assess the two children after your 3-4 specific activities have been completed and evaluate your results. (2 hrs.)

7. Assess each child in your classroom according to item #18, "The Child With Others" on the Child Involvement Checklist. (4 hes.)

8. Make a card file of 15 specific games and activities which would help you children function cooperatively as members of a group. Use three of these with your class. (5 hrs.)

Assessment:

PRETEST

1. Instructor will visit classroom of trainee, chaecking off Section III, items 28 through 32 and Section IV, items 33 through 37 on Checklist of Classroom Competencies. (2 hrs.)

2. Instructor will meet to discuss checklist results and plans for use of LM-S by trainee. (1 hr.)

PROCESS/KNOWLEDGE

3. Instructor and trainee will meet to discuss answers to Question Sheets 1-S 2-S and to discuss ideas presented in the multi-media kits and pamphlets. (2 hrs.)

4. Trainee will meet with instructor to discuss assessments of two children and plans for activities. (1 hr.)

5. Instructor will visit classroom of trainee to observe/participate in some of planned activities for 2 children. Trainee will discuss final assessments with instructor. (3 hrs.)

6. Trainee will show group assessment and card file to instructor. (1 hr.)

PRODUCT

7. Instructor will do final assessment of trainee checking off Section III, items 28-32 and Section IV items 33-37 on Checklist of Classroom Competencies. (2 hrs.)

8. Instrctor and trainee will have conference to discuss fulfillments of objectives for LM-S. (1 hrs.)

Field Trainer Record:

1. Trainee performance evidence for Specific Objectives:

Objective 1: _____

Objective 2: _____

Objective 3: _____

Objective 4: _____

Objective 5: _____

2. General Objective of LM-S was accomplished: Yes _____ No _____

3. Additional activities are necessary for the completion of LM-S: (please list)
   a. _____ Yes _____ No _____
   b. _____
   c. _____

4. Recommend that two hours undergraduate college credit be granted to trainee: Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of the LM-S.

Field Trainer's Signature _____ Date _____

****

QUESTION SHEET 1-S

(Based on multi-media kit Who Am I? and pamphlet The Individual Child)

1. In what ways are children different?
2. What kinds of things make children different?
3. Which is more important, heredity or environment?
4. How do parents' attitudes make children different?
5. In what ways does poverty affect children?
6. Why is the freedom to explore so important to the child?
7. What can you do on the very first day of school to help you get to know individual kids?
8. What different attitudes might children have toward the teacher?
9. How do children decide whether they are good or bad people?
10. How does a child's self image affect what he is like with others? How does it affect his success in life?
11. How can the teacher's own self-image affect her attitudes toward children?
12. What can a teacher do to help a child learn about himself, his body, and his roles in life?
13. What happens when we ignore children's interests and abilities?

****

QUESTION SHEET 2-S

(Based on multi-media kit The Child With Others and the pamphlet From I to We)

1. What is the very young child's attitude toward the world and others?
2. What does the young child play with first?
3. What is the young child's attitude toward toys and sharing?
4. Why is it important today that children learn to be social human beings?
5. Why is the child's family, especially his mother, important?
6. Is it best to leave baby alone in his crib or playpen? Why?
7. How do children first engage in play with other children?
8. What should you remember about group games?
9. What kinds of things affect children's social attitudes and development?
10. What kinds of things should the teacher look for to measure social developemnt?
11. How do adults affect children's social behavior?
12. How does the child's self-image affect his attitude toward others and the world?
13. What can you do in the classroom to build self-image?
14. What can you do to help children become independent?
15. What can you do to help children learn about the groups they belong to? (their families, cultures, etc.)
16. What makes sharing especially hard for some children?
17. How can teachers help children deal with competition?
18. What activities can teachers provide to promote group games and cooperative play?

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ELMIRA COLLEGE CDA TRAINING

Trainee_____ Date: _____

LEARNING MODULE T

TEAMWORK IN THE CLASSROOM

General Objective: To recognize all the team members who can be used in an early childhodd classroom and to use my classroom team more effectively.

Specific Objectives:

1. To discuss with understanding the value of teamwork in the classroom and the kinds of people who should make up a classroom team.

2. To plan and hold planning sessions with my classroom team.

3. To bring in some parents and community volunteers as members of my classroom team.

4. To work more effectively with aide or teacher in my classroom through planning.

Resources:

1. Multi-media kit, "I Am a Teacher Aide" filmstrip/tape.

2. Multi-media kit, "Child Care; Investment in the Community's Future", filmstrip/tape.

3. Booklet, Parents: Active Partners in Education, Sayler, EKNE, NEA Center, Wash., D. C., 1971.

Learning Activities:

1. Use multi-media kit, "I Am a Teacher Aide",
   a. Answer Question sheet 1-T. (2 hrs.)

2. Use multi-media kit, "Child Care: An Investment in the Community's Future",
   a. Answer Question sheet 2-T (2 hrs.)

3. Read Parents: Active Partners in Education,
   a. Answer Question sheet 3-T. (2 hrs.)

4. Work with your aide or teacher, building together a list or plan of daily activities which you each shall have charge of as well as those you will share. Follow this division of responsibilities plan for the coming week. Evaluate it after the week and make necessary revisions. (6 hrs.)

5. Make a list of several individual children in your classroom who need specific kinds of special help. Give each member of the classroom team responsibility for working with a couple of children on these individual needs. Evaluate results with team members. (4 hrs.)

6. Make a list of weaknesses which you feel in working with children. Ask a team member who is strong in a couple of these areas to work with you, helping you to improve your skills in this area. (5 hrs.)

7. Schedule and plan a daily or weekly planning session with your classroom team. Carry out these planning sessions for two weeks, then evaluate their effectiveness in helping the team work with children. (7 hrs.)

8. Set up a program for your classroom to utilize community volunteer team members, parents, older children, youth, foster grandparents, etc. Set up activities for the volunteers to participate in and include them in planning sessions. (6 hrs.)

OR

Create a parent advisory board for your classroom. This group should be a means for parents to communicate their problems and ideas to you. Schedule regular meetings. After holding 2 of these, evaluate the effectiveness of this board.

Assessment:

PRETEST

1. Instructor will visit classroom of trainee, checking off items 33, 34, 37, 42 on, Competency Checklist. (2 hrs.)

2. Instructor and trainee will meet to discuss checklist results and use of LM-T by trainee. (1 hr.)

KNOWLEDGE

3. Instructor and trainee will meet to discuss answers to 1-T, 2-T, 3-T. (2 hrs.)

PROCESS

4. Trainee will meet with Instructor to discuss plans for teamwork in activities 4, 5 and 6 as well as results of efforts. (2 hrs.)

5. Instructor will attend one of trainee's team planning sessions. (1 hr.)

6. Instructor will observe/participate in trainee's classroom during use of community volunteers. (2 hrs.)

POST-TEST

7. Trainee and Instructor will have conference to evaluate accomplishment of objectives of LM-T. (1 hr.)

Field Trainer Record

1. List trainee performance for each specific objective:

Objective 1: _____

Objective 2: _____

Objective 3: _____

Objective 4: _____

2. General Objective of LM-T was accomplished. Yes_____ No _____

3. Additional activities are necessary for completion of LM-T.
(please list) Yes _____ No _____

a. _____

b. _____

c. _____

4. Recommend that 1 hr. of undergraduate credit be given to trainee.
Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of LM-T.

Field Trainer's Signature _____ Date _____

****

QUESTION SHEET 1-T

(Based on multi-media kit "I am a Teacher Aide")

1. How did the aide feel when whe first started the job?
2. What was the teacher's attitude?
3. How did being observed make her feel?
4. What was the hardest thing for her? Why?
5. What did this teacher and aide do together?
6. What did the teacher and aide disagree aobut?
7. What kinds of things did this aide do?
8. What did the aide learn from the teacher?
9. How did the aide make things easier for the teacher?
10. Did they plan everything?
11. What kinds of things could the aide teach or help the teacher with?
12. What kinds of new things did this aide learn form her job?
13. How could the aide help with families?
14. How does having two adults in the classroom benefit children?
15. What does this aide do that the aide is your classroom does? What does she do that is different?
16. What kinds of problems do you have in working with your teacher or aide? What do you do about them?
17. Do you and your aide or teacher plan together?

QUESTION SHEET 2-T

(Based on multi-media kit, "Child Care: An Investment in the Community's Future")

1. What kinds of benefits does Greeley's Parent Child Center offer migrant families?
2. What is the first thing children learn here?
3. What things does a center like this need to make it go?
4. Who controls this program?
5. What kind of cooperation is needed for this type of center and from whom?
6. What kinds of community agencies support the program? What have they done?
7. What is the greatest accomplishment of this center?
8. What is really "different" about this program as far as the community is concerned?

QUESTION SHEET 3-T

(Based on Parents: Active Partners in Education)

1. What advantages can parent and community volunteers provide for the teacher?
2. What could be causing the current trend toward rejection of school bonds and tax elections?
3. What are the first xteps in initiating a parent volunteer program?
4. What are some of the fears parents have about volunteering?
5. What can teachers do to overcome parents' reluctance?
6. What must we remember to tell prrents or community volunteers in orienting them to the school program?
7. Why is planning with the volunteers necessary?
8. What kinds of things can volunteers do in the classroom?
9. What other volunteers are available besides parents?

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ELMIRA COLLEGE CDA TRAINING

Trainee _____ Date _____

LEARNING MODULE U
OBSERVING & RECORDING BEHAVIOR

General Objective: To understand the value of records to be able to observe and record the behavior of children, and to be able to use these records for children's benefit.

Specific Objectives:

1. To discuss with understanding the values and uses of records.
2. To use various kinds of records in my classroom.
3. To use the "running record" in several of it's different aspects.
4. To observe and record the behavior of at least one child in my classroom, doing a complete record on him in various areas of growth and a summary.

Resources:

1. Multi-media kit: School Beginnings
   The First Day, Bank Street College.
2. Book, Observing and Recording the Behavior of Young Children by Dorothy H. Cohen and Virgina Stern. Teachers College Press, Columbia University, 1958.

Learning Activities:

1. Use multi-media kit, School Beginnings: The First Day a) answer question sheet 1-U (2 hrs.)
2. Read Observing and Recording the Behavior of Young Children.
   a) answer questions sheet 2-U. (4 hrs.)
3. A checklist is one bind of record. Choose two of your children. Assess each one according to the Child Involvement Checklist. Use the assessments to plan at least two learning activities for each child based on his needs (5 hrs.)

4. Some records gained from parents can be very useful to the teacher, especially those which give information at the beginning of school. Gather information on your kids from parents using the information form enclosed. (2 hrs.)

5. Using the information in Observing and Recording Behavior of Young Children on Running Records, do a running record in one of the areas discussed on three children in your class. (6 hrs.)

6. Do a complete running record on one child, including all the areas discussed as well as the final summary. (10 hrs.)

7. Keep a log or diary about your class for one week. At the end of each day record those things which stood out about the activity of the kids. At the end of the week, make plans for the following week based on needs and interests of the group revealed in your log. (6 hrs.)

Assessment:

PRETEST

1. Instructor will observe classroom of trainee checking off items 31 and 43 on "Conpetency Checklist". (2 hrs.)

2. Instructor and trainee will have conference to discuss checklist results to use of LM-U by trainee. (2 hrs.)

KNOWLEDGE

3. Instructor and trainee will meet to discuss answers to question sheet 1-I and 2-U. (2 hrs.)

PROCESS

4. Instructor will meet with trainee to discuss all records and observations of children and group. We will also discuss follow-up plans and activities based on observation and records. (2 hrs.)

POST-TEST

5. Instructor will do observation check-off of items 31 and 43 on Competency Checklist. (1 hrs.)

6. Instructor and trainee will have conference to determine if objectives of module were met to their mutual satisfaction. (1 hr.)

Field Trainer Record

1. List trainee performance for each specific objective:

   Objective 1: _____

   Objective 2: _____

   Objective 3: _____

   Objective 4: _____

2. General Objectives of LM-U was accomplished. Yes _____ No _____

3. Additional activities are necessary for completion of LM-U.
   (please list) Yes _____ No _____

   a. _____

   b. _____

   c. _____

4. Recommend that 1 hr. of undergraduate credit be granted to trainee.
   Yes _____ No _____

5. Recommend that grade of _____ be given to trainee for completion of LM-U.

Field Trainer's Signature _____ Date: _____

****

QUESTION SHEET 1-U

(Based on School Beginnings: The First Day)

1. Why do you suppose the teacher only has a few children come each day at first? How would this help her observation of the children?
2. What kind of things can we observe about children on the first day of school?
3. Make a list of the kinds of things this teacher observes about her children
4. What kinds of things can you observe by permitting parents to stay?
5. What can the teacher observe about children and materials?
6. What kinds of things does the teacher need to find out about these children?
7. What can parents observe by staying?
8. What can the teacher observe about the child to others?

****

QUESTION SHEET 2-U

from Observing & recording the Behavior of Young Children

1. Why do we keep records on children?
2. What are pit falls to beware of in recording childrens' behavior?
3. What must we remember about children's speech? How do they communicate their feelings and thoughts?
4. What are some different kinds of records?
5. What is "The Running Record"?
6. What should be recorded in a "running record"?
7. Why is it important to describe the situation as well as just the action of the child?
8. What is different about adult and child attitudes toward routines.
9. What kinds of things are revealed by observing a child's reactions during routines?
10. What does a child gain through the use of materials?
11. What can we learn from the way a child approaches materials?

12. How can we show a child's feelings as he uses materials?

13. What is important in choosing language to use in recording behavior?

14. What is the very young child's way by looking at others?

15. What 3 things do we as teachers have to be aware of about children's social development?

16. What kinds of things should we observe in children's behavior with each other?

17. What aspects of a child's behavior in dramatic play should be recorded?

18. What can we learn from observation of a child's relationships with adults?

19. From what kinds of things do we gain a summary of the child's relationships with a adults?

20. What kinds of by-products do we learn from daily records?

21. Why would we need a final summary of a child's behavior? What can we see from it?

22. What is included in a final summary?

23. What must we remember about interpretation of our observations?

24. What things does a teacher need to know to understand the causes of a child's behavior?

****

PARENT INFORMATION FORM

Name of Child_____ Goes by:_____ Birth Date_____

Phone _____ Mother _____ Employment Phone _____

Father _____ Employment Phone _____

Previous Group Experience _____ Family Dr. _____
(camp, church, etc.)

Sisters_____ Age _____ Grade _____
_____ _____ _____
_____ _____ _____

Brothers _____ Age _____ Grade _____
_____ _____ _____
_____ _____ _____

Other Persons who care for child: _____
_____

Plays with _____

brothers and sisters _____ Friends _____ Other _____
Does He have a Friend in this Class? _____
Pet _____ Name _____

Likes to play with _____ Enjoys TV _____ No. of hours watches _____
Trike or bike _____ crayons _____ paint _____ building toys ____ -dolls_____
books _____ other _____

How is child to get home? _____
Where get off bus _____

When parent is with child, they _____ read stories _____ take walks ____ - shop
_____ visit friends _____ clean house
usually _____ together.

Child is afraid of _____
Allergic to _____

Things teacher should know: _____
_____
_____

I hope pre-school helps him to:

SLIDE TAPE MULTI-MEDIA KIT PROGRAMS

Core of the Early Childhood Learning Modules are the slide-tape programs that each student views as she/he proceeds through the prescribed Module activities. These programs are on permanent reserve at the Gannett Tripp Learning Center for use by individuals. A second copy is available from the Human Services Office for use by off-campus groups.

LM-A Educational Field Trips for Young Children KT2-74-031501
40 slides | 15 min.
Early childhood special James Hymes narrates the importance of field trips and real experiences in young children's learning, giving directions in the setting up, executing and follow-up of field trips. (By Childhood Resources, Inc.)

LM-A The Community as a Classroom KT2-74-032801 (Part I)
157 slides; 20 min. KT2-74-023902 (Part II)
Consultant from Bank Street College of Education works with two Follow Through classes in Honolulu, Hawaii as they use field trips in the community as learning experiences, doing many follow-up activities back in the classroom. (By Bank Street Films)

LM-B The Preschool Book Experience KT2-74-030901
78 slides; 25 min.
Using and choosing books for preschoolers in their classroom is narrated by Jan Beaty; also includes how to set up the book area of a classroom, the importance of reading to infants, how to read to small groups, and what books are available for this age group. (By Jan Beaty)

LM-C One Family, One Home Visitor and Learning KT2-74-033001 (I)
160 slides 24 min. KT2-74-033102 (II)
Paraprofessionals work in the homes of families in rural Tennessee to help mothers understand how children learn. (Produced by Bank Street Films.)

LM-C Parents and Staff Together KT2-74-031401
59 slides
The Central City Head Start "formative evaluation project" was conceived to bring parents in to the program and give them a voice in shaping the program designed to meet their children's needs. Throughout the film, parents and staff are featured in settings where they have come together to evaluate the program; based on that discussion, they come up with decisions on how to improve the program. (By Day Care & Child Development Council)

LM-D Setting Up the Classroom KT2-74-030501
80 slides 35 min.
Setting up the traditional nursery school classroom areas such as blocks, books, dramatic play, manipulative, etc. in new ways to promote the preschool child's self-confidence is narrated by Jan Beaty. Through free choice children become self-directed in their learning. (By Jan Beaty)

LM-E The Child Plays KT2-74-030701
62 slides 20 min.
The importance of play in early childhood learning is discussed by Jan Beaty. Eleven learning areas in which play can be used as the vehicle of learning are presented. (By Jan Beaty)

LM-F Focus on Art KT2-74-031301
20 slides 10 min.
The art of young children is described as an experiment with lines and color, an exercise in hand and eye control, and an opportunity for self expression. Briefly mentioned are modeling materials, finger painting, collage, wood working, spatter paint, printing, sand over glue and blockbuilding. (By Childhood Resources, Inc.)

LM-G Preschool Science KT2-74-030801
71 slides 20 min.
The self-discovery method in which children are encouraged to wonder, to ask questions, and to use their five senses in exploring their environment is presented by Jan Beaty as the main ingredients of preschool science. (By Jan Beaty)

LM-H Children Can Cook KT2-74-033401
160 slides 20 min.
A teacher of four- and five-year-old children in the Bank Street Children's School describes her class's experiences and involvement with cooking as a natural and real learning experience. (By Bank Street Films)

LM-I School Beginnings: The First Day KT2-74-031601
116 slides 20 min.
Three- and four-year-old children begin their first school experience at the Bank Street Children's School. The teacher describes the first day, her own goals and activities for the children and their parents, and how several different children react to this new experience. (By Bank Street Films)

LM-J Outdoor Activities and Equipment KT2-74-030401
50 slides 20 min.
The large motor skills of climbing, crawling, swinging, running, jumping, riding wheeled vehicles, etc. are presented by Jan Beaty in describing the setup of a preschool playground. Equiping such a playground inexpensively is discussed. (By Jan Beaty)

LM-K The Child Talks KT2-74-031001
63 slides 25 min.
The imprtance of speaking and listening to children from babyhood on is stressed by Jan Beaty. Children's developmental stages are discussed, and specific activities are described to help a non-verbal child and a poor listener. (By Jan Beaty)

LM-K Helping Young Children Develop Communication Skills KT2-74-031201
48 slides 15 min.
Reviews principles and techniques that can be used to help preschool children improve their ability to communicate. (By Educational & Development Corp.)

LM-L School Beginnings: The First Weeks KT2-74-032001 (I)
165 slides 25 min. KT2-74-032102 (II)
A Bank Street teacher describes an entire day in her class of three- and four-year-olds from the time the children arrive until they leave after lunch. The use of materials and transitions is especially well brought out. (By Bank Street Films)

LM-M Small Motor Coordination KT2-74-030601
63 slides 25 min.
The imprtance of fine motor development in preschool children is discussed by Jan Beaty. Maria Montessori's contribution to this area is described through her sensorial materials. The manipulative area of a preschool classroom and the imprtance of blockbuilding as a learning activity are stressed. (By Jan Beaty)

LM-N Fun in the Making KT2-74-031701
66 slides 20 min.
Parents of Head Start children are shown how they can make, or get their children involved in making, developmental toys and musical instruments from throw-away items in the home in fun ways. (By Educational and Development Corp.)

LM-O Child Safety in the Home KT2-74-031801
68 slides 20 min.
Highlights the most common accidents that happen to young children in their homes, and suggests ways to avoid such accidents. (By Educational & Development Corp.)

LM-O A Total Health Program KT2-74-031901
77 slides 25 min.
Describes briefly the various elements that need to be included in order to have an outstanding Head Start Program health component. (By Educational & Development Corp.)

LM-P Preschool Math KT2-74-031101.
62 slides 20 min.
The preschool math concepts of sorting and classifying, matching, counting, symbolizing, measuring, recording, sequencing and number operations are presented by Jan Beaty as children become involved with math games on an individual basis in the preschool classroom. (By Jan Beaty)

LM-Q Focus on Discipline KT2-74-032701
20 slides 10 min. Jeanne Quill
To live comfortable with others, each of us must somehow come to recognize where his rights end and another's begin. The many things that we do to help a child learn this respect and this concern are called "discipline." This film explores such things as room arrangement, program planning, directions, rules, timing of adult help, and handling of behavior problems. By Childhood Resources, Inc.)

LM-R Before Reading and Writing KT2-74-032201
51 slides 15 min.
A Head Start classroom is shown with children involved in many activities which help them develop pre-reading and writing skills. (By Educational & Development Corp.)

LM-S Who Am I ?
21 slides 10 min.
The film looks at children from toddlers to four-year olds as they develop feelings about themselves as individuals. It suggests how adults can help children develop positive feelings about themselves. (By Day Care & Child Development Council)

LM-S Focus on Development
20 slides 10 min. Jeanne Quill
This film looks at children as they develop independence from birth to age five. It stresses how adults can help children build trust about people and the world around them in order to develop confidence about their abilities and themselves. (By Childhood Resources Inc.)

LM-T I Am a Teacher Aide KT2-74-032301
102 slides 20 min.
The duties and activities of an aide in a Follow - Through program in the South are narrated by the aide as she discussed her concerns about her abilities and finally her strengths and contributions to the daily program. Various activities including a field trip are shown. (By Bank Street Films)

LM-T Child Care: An Investment in the Community's Future KT2-74-032401
63 slides 20 min.
Featuring the Parent Child Center in Greelye, Colo., this film shows how parental, staff, and community commitment have produced a beautiful developmental child care program for children of "settled out" migrant families. Though the special concerns of migrant children are noted, the focus is not limited. (By Day Care & Child Development Council)

ADDRESSES FOR SLIDES AND FILMSTRIPS:

The Educational and Development Corp.
1400 N. Uhle St., Suite 600
Arlington, Va. 22201

Day Care and Child Development Council of America, Inc.
Suite 1100 1401 K St. NW
Arlington, Va. 22203

Childhood Resources, Inc.
4105 N. Fairfax Dr.
Arlington, Va. 22203

Bank Street Films
470 Park Ave. South
New York, NY 10016

Ms. Jan Beaty
Elmira College
Elmira, New York 14901